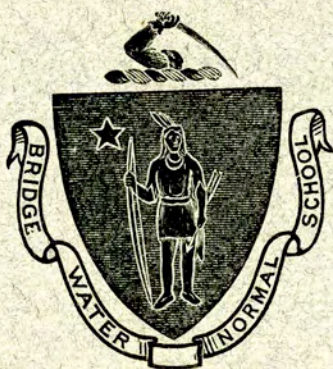


**State Normal School**  
**Bridgewater, Massachusetts**

# **Seventy=fifth Anniversary**









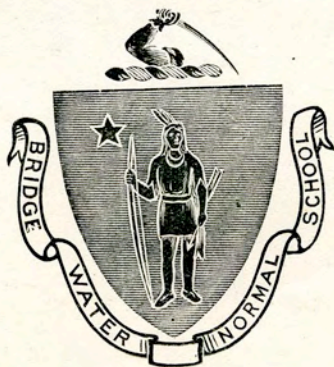
# SEVENTY-FIFTH ANNIVERSARY

OF THE

## STATE NORMAL SCHOOL

BRIDGEWATER, MASSACHUSETTS

June 19, 1915.



BRIDGEWATER, MASS.:  
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1915











STATE NORMAL SCHOOL.



OFFICERS  
OF THE  
Bridgewater Normal Association  
1915.

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## Anniversary Exercises.

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THE celebration of the Seventy-Fifth Anniversary of the establishment of the School was inaugurated on Friday evening, June 18, with a reception in Assembly Hall for the officers of the association, given by the faculty and students. A very large number of the graduates were present and thoroughly enjoyed the renewal of life-long friendships. During the evening, the Glee Club rendered several selections, under the direction of Miss Clara C. Prince. At nine o'clock, open house was held in the various dormitories. Later, all assembled on the quadrangle, which was beautifully decorated with Japanese lanterns, and forming two rings about it, with the seniors in the inner ring, sang school songs. Then all joined in singing "Alma Mater." The throng dispersed and the seniors, gathering in front of the New Dormitory, cheered all the members of the faculty. The evening closed with the serenading of the seniors by the juniors.

The formal exercises of the celebration were held at 10 a. m., June 19, in Assembly Hall. Dr. Albert E. Winship presided. After a few felicitous remarks by the president, the greetings of the School were extended to the members of the association by Principal Arthur C. Boyden. The greetings from the Board of Education were given by Dr. David Snedden, Commissioner of Education. The historical address on "The Bridgewater Spirit" prepared by Dr. George H. Martin, who was unable to be present, was read in a very able manner by Principal Edgar Copeland, of Lynn. Dr. David Felmley, president of the Illinois Normal University, delivered a very interesting address on "Bridgewater and the Normal Schools of the West," showing the wide-spread influence of Bridgewater School in the building up of new normal schools in the West. Some of the many greetings from the presidents of normal schools in the United States were read, also statistics showing the growth of the school, and facts about the important positions held by the graduates.

A committee, consisting of Walter S. Goodnough, Clara (Bancroft) Beatley, and Clara (Wing) Guild, was appointed to send greetings to Mr. G. H. Martin. They reported the following as sent to him:



"The loving greetings of the Seventy-fifth Anniversary Meeting of the Bridgewater Normal School to

GEORGE HENRY MARTIN

who in early youth found the happiness of wisdom and gave to successive generations of youth an impetus to clear logical thinking, a fine discrimination, and a literary gift that has been unsurpassed."

The following persons were nominated and elected officers for 1916:

*President:* Robert Lincoln O'Brien, Boston.

*Vice-President:* William G. Vinal, Providence, R. I.

*Secretary:* Flora M. Stuart, Bridgewater.

*Treasurer:* Charles P. Sinnott, Bridgewater.

After the formal exercises, class reunions were held in the various rooms in the building, and the feature exhibits of the present work of the School were inspected.

A delicious cafeteria luncheon, under the direction of Mrs. Charles H. Bixby, matron of the School, was served in the Gymnasium by the students of the School. During the luncheon hour, the alumni orchestra rendered enlivening selections under the direction of N. Elliot Willis.

The historical pageant was held in the open air on the spacious School Campus from 2.30 to 4.30 p. m. The pageant was an expression of the life of the School for seventy-five years and showed to all the advance in educational ideas during that period. The graduates observed the pageant from the grand stand, which was erected for the occasion, at the end of the Campus farthest from the pond. The performance took place on and around a turf-covered dais near the pond. The ice house, away in the rear of the dais, was transformed into a time dial. This dial showed the passing of time from year to year, and was worked by small pages. In the last episode, where the "veiled future" was spoken of, the figures on the dial were veiled. The pageant, which was written by Mrs. Walter S. Little of Bridgewater, was under the supervision of Miss Lotta Clark, of Boston, and Miss Adelaide Moffitt, instructor of English Expression in the School. Other members of the faculty gave much assistance at rehearsals, and the work in the costumes was under their direction. The orchestra, under the direction of Mr. Willis, near the pond and back of the dais, was hidden from view by a screen of evergreen trees. All the pageanters were students, teachers, and graduates of the Normal and Model Schools. Mr. William D. Jackson, in charge of the grounds, was ably assisted by the Boy Scouts and the police of the town in charge of Chief Swift. The street was closed to all vehicles while the



pageant was in progress, and every available spot was covered with people desirous of seeing the performance.

The exercises of the day closed with an interesting game of baseball on South Field between the Alumni and School Teams, which was won by the latter.

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## Anniversary of Teacher Training.

*(Editorial in Journal of Education.)*

THE Seventy-Fifth Anniversary of the opening of the Bridgewater State Normal School was as memorable a professional event as American education has known. The celebration was a success in every detail. Nearly two thousand of the alumni were present, and more than six thousand persons saw the educational historical pageant.

At Lexington and Barre the normal schools now at Framingham and Westfield were opened a year earlier but at Bridgewater in 1840 there were features of permanency, of completeness of scope which gave the opening of the School special significance.

The first building ever erected by any State for the home of a normal school was at Bridgewater. The first men ever permitted to study education professionally were at Bridgewater and these were the men who went to the West and efficiently projected the Massachusetts normal school idea everywhere.

Dr. George H. Martin's address on "Bridgewater's Spirit and Influence" was a masterly treatment of the problems and achievements of teacher training and Dr. David Felmley's portrayal of the influences of Bridgewater in the professional training of teachers in the West was most inspiring.

Principal A. C. Boyden's greeting to the alumni was the heartiest kind of a welcome home to the institution as it is with seventy-five years of progress abundantly demonstrated.



Dr. David Snedden, Commissioner of Education, extended the greetings of the State in a bugle call to continue to meet the demands of new conditions.

P. P. Claxton, United States Commissioner of Education, telegraphed regrets that he could not be present, extended greetings and gave facts and figures regarding American education.

Every state superintendent telegraphed greetings accompanied by the latest information regarding professional training in his state.

Presidents of State Normal Schools from Maine to California telegraphed greetings.

Deans James E. Russell of Teachers College, Charles H. Judd of School of Education, W. C. Bagley of University of Illinois, W. V. O'Shea of the University of Wisconsin, and E. P. Cubberley of Stanford University sent unusually hearty and extended greetings.

Instead of after-dinner speaking by a few alumni there were a large number of "Sentence Tributes" from alumni which were printed and presented to each one in attendance.



## Greetings from the Board of Education.

DAVID SNEDDEN,

*Commissioner of Education, Massachusetts.*

IT is no unimportant event that one of the first normal schools in Massachusetts, as well as in the United States, should be able thus to celebrate its seventy-fifth anniversary and, while doing so, to review so splendid a record of work accomplished and growth actually achieved. The school presents to us a noble roll of alumni, of whom it will be the part of others to speak on this occasion.

In bringing greetings from the Board of Education, which represents the Commonwealth in the control and direction of the normal schools of Massachusetts, it seems especially appropriate that here again we pledge ourselves to the future, as well as give deserved homage to the past. We can well afford to ask ourselves what will be the position of the Bridgewater Normal School, when in the year 1940, arrangements will be made for the celebration of its centennial.

We cannot escape the conclusion that public education is still in a state of very rapid transition. This transition is not confined to means and methods only, but affects our underlying ideals. Western civilization is entering upon an era of what may be called purposive or conscious evolution. Not only in the field of the material things, but also in matters relating to health, character, intelligence, ideals, and the spiritual generally, we are coming to comprehend that in the present we can consciously mold the future. Scientific education, we now realize, is no less possible than scientific medicine, and we recognize that in medicine, no less than in education, technical equipment should always go with influential personality and fine human ideals, and that finest personality can most often be developed as a part of genuine practical equipment for life work.

Massachusetts asks that its normal schools shall not only continue to render the same high service that they have given in the past, but shall do even more in guiding and supporting improved standards, especially in the field of elementary education. The Commonwealth expects the normal schools to develop more and more on a co-operative basis, each reinforcing the other until the time shall come when the



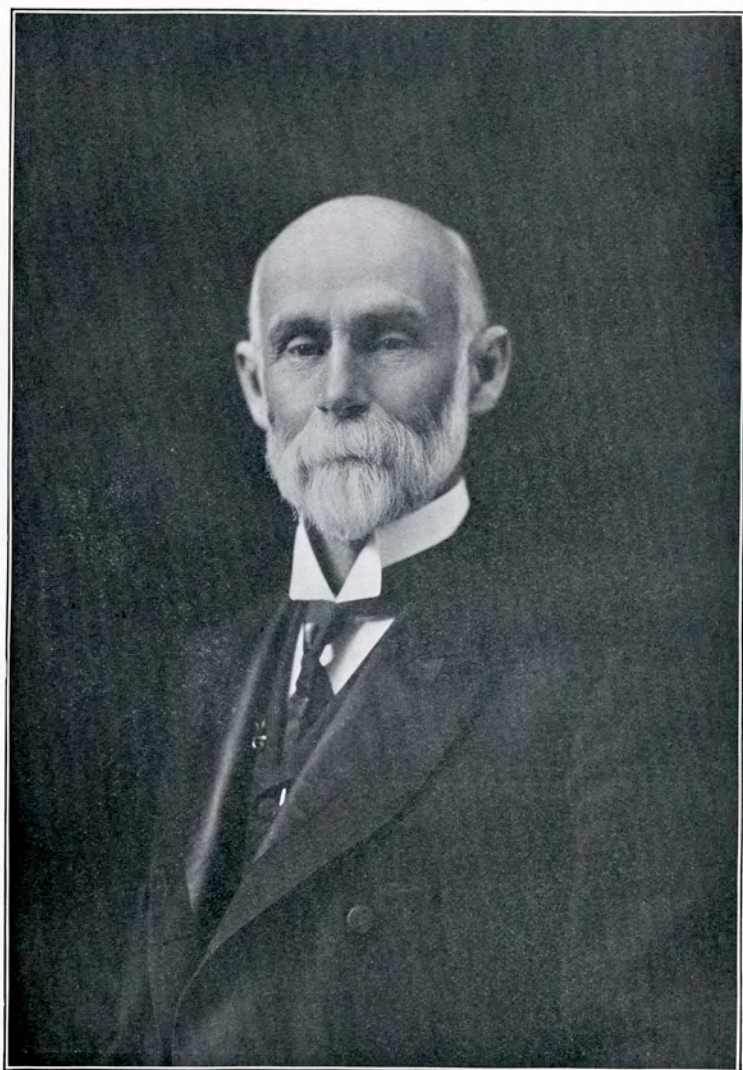
State can show that all of its normal schools are pursuing a common purpose, each varying its means and methods only as the opportunities for experimental development along new lines present themselves.

Massachusetts now expends, on the whole, a large sum of money annually for the training of elementary school teachers—nearly half a million dollars. We have every reason to believe that one-quarter of a century hence this amount will be much larger than it is at present, and we must expect and hope that the normal schools, themselves, at that time will be rendering a proportionately greater service even than they now do. To this end the Board of Education, on behalf of the Commonwealth, pledges its efforts, believing that in the field of elementary education particularly the normal schools should more and more serve as the central agencies, not only for the training of workers, but also in large part for the experimental and constructive work which in peculiar measure the approaching stages of educational development will require.









HON. GEORGE H MARTIN.



## The Bridgewater Spirit.

GEORGE H. MARTIN.

SEVENTY-FIVE years is not long in the world's history. Some of us have lived nearly as long. But seventy-five years covers the whole history of systematized public education in the United States.

Bridgewater was one of the three normal schools established under Horace Mann's impulse in Massachusetts—the first normal schools in America. There was then nothing of what we now think of as the public school system,—no graded schools, no high schools, no kindergartens, no evening schools, no truancy nor truant schools, no courses of study, examinations, promotions nor graduations, no superintendents, no supervisors, no trained teachers, and, more important than all, no demand for trained teachers, no recognition of the need of training.

The great work confronting the first normal schools was to create a demand for trained teachers. To do this the new teachers must prove their worth,—in the language of today, they must “make good.” This work was practically done in the first twenty years. Those were years of “storm and stress.” The last hostile move against the normal schools was made in 1860.

I came here to school in the spring of 1862. The first principal, Mr. Tillinghast, had done his work, and, worn out in it after thirteen years' service, had been called Home. A lithograph of him hung in almost every home in the village, and a monument to his memory erected by his pupils stood in Mt. Prospect Cemetery.

The second principal, Mr. Conant, had also finished his work in the school after seven years, and was then employed in the newly established Internal Revenue Bureau at Washington. Some years later he came back to Bridgewater to die.

The third principal, Mr. Boyden, who has just left us, had been in his place but two years.

For a long time when the Alumni returned for their Biennial Convention, the after dinner speaking in the Town Hall consisted chiefly of eulogies of Tillinghast and Conant. Not quite eulogies either, but sincere and often enthusiastic narratives of what these two men had done for the speakers.



For them the Normal School at Bridgewater was Tillinghast or Conant. These speakers came to be looked upon as veterans by the younger alumni.

It was a good many years before one of these younger men ventured to remind these veterans that the school had had three principals, and that all they had testified concerning Tillinghast and Conant, his own pupils were ready to say of Boyden. He insisted that the old traditions had been maintained; that there had been no letting down of standards.

I remember well the illustration which he used. Referring to the summoning of the clans to Lanrick Mead, as described in "The Lady of the Lake," he told how the blazing torch had been put into the hands of the first runner with the injunction "Speed, Malise, speed," and how it was passed from hand to hand as one clansman succeeded another in the running until the whole country had been aroused.

Borrowing from this, the speaker declared that the fire had not been quenched nor the light dimmed as it had passed from the hands of Tillinghast and Conant to the hands of Boyden.

The testimony of these older men, heard so many times and from so many witnesses, made a deep impression on me; and I have come to see, in the character and work of the first two principals during the first twenty years of the school's history, continued in spirit for the unprecedented period of fifty years by the third principal, the secret of the power in the world which this school has exerted.

That power, it seems to me, has been from the beginning personal rather than professional, or, if you wish to put it in another way, I believe that the history of this school is a conspicuous example of a universal truth that in all education personality underlies and accounts for all professional success,—a truth which needs especial emphasis at the present time when the effort of those in authority is to minimize personality and to exaggerate merely technical training.

You will pardon me, therefore, if I devote the brief time allotted to me in these exercises to the foundation work.

The first principal, Nicholas Tillinghast, had been graduated from West Point. This means that his intellectual acquirements and trend were predominantly mathematical, that is, exact. This was no more true of the strictly mathematical subjects like algebra and geometry than of the practical applications to surveying and navigation and to the sciences of physics and astronomy. These sciences as then studied were almost purely mathematical rather than descriptive or phenomenal as now.

The mind of Tillinghast was not only mathematical but logical. All his thinking had a beginning and an end, and the steps between



could be traced forward and backward. These two characteristics were really one. A professor at West Point wrote a book, entitled "The Logic of Mathematics." Such thinking calls for severe and continuous application.

Back of this and conditioning it all was that discipline which marks all military training,—habitual self-control. This is one side of the man who presided over this school for the first thirteen years of its existence.

The students who came here were peculiarly sensitive to the influence of such a man. Forty per cent. of them were men. Nearly all of them, men and women, had taught school. They had attended district schools, or at most had been at an academy off and on. Probably none of them had seen a course of study. The first graded school, as we now use the term, was established as an experiment, when Tillinghast had been at work here seven years.

Their study had been desultory. Most of the learning they had they had picked up. They were strong, when strong, in arithmetic and grammar. They came here and found conditions not much new. There was no course of study,—in fact, at first, no prescribed term of attendance. They came, stayed a little time, longer or shorter, and went back to their work.

But for the first time in their lives, they came under the influence of a trained man and they felt the influence profoundly. He demanded of them exact thinking, such as he was accustomed to. He tolerated no guessing. He expected persistent application, and what he expected he got, for they respected and admired him and imitated him.

This was one side. There was another. He was impressively strong on the moral side. He had taught ethics at West Point for two or three years. But his moral teaching was not of the doctrinaire sort. What he believed and taught he lived.

Back of this was his religion. He had strong convictions and was deeply devout. He believed in God and in a moral order in the universe. He was a deacon in the Unitarian Church, across the way, but he had that essential Puritanism which knows no distinctions of name. All this entered into the life of the school and determined its earliest character and influence.

With Conant there came a new set of features. His education had been less rigid. He had been subject to a greater variety of influences and had profited by them all. Most of his acquirements he had made without help. Their basis was also mathematical, but for the purpose of aiding in the study of astronomy, which was his favorite pursuit.

I think he was more open-minded than Tillinghast and less severe in his ideas of work and life. His imagination was more active and



his enthusiasms more contagious. His influence, too, was profound, if we credit the testimony of the students. Many of them admired the breadth of scholarship which had been acquired much as their own had been, and they realized that only by the most diligent application could such results be gained.

Conant, too, was a devoutly religious man and so, in this respect, there was no letting down of standards. "A Christian gentleman" they called him.

There was something else about these men which helped to shape the influence which was radiated from Bridgewater. They were both men of wider horizons than the students whom they taught. It is hard for us to conceive how provincial these students were. Most of them had never been far from their own towns, because the day of rapid and easy communication had not come. Some of them came from Maine and New Hampshire and Vermont, and to reach Bridgewater was their first journey. But Tillinghast had spent some years with his regiment in the West beyond the Mississippi, when the west was primitive. Conant was born among the Green Mountains, had taught in New Hampshire and Boston and in Illinois. He had worked as an engineer on the Boston Water Works, and had helped to build a railroad in New Hampshire. All this gave a variety and richness to their experiences, furnished them illustrations, and helped to make their teaching effective.

The weakest students got glimpses, the stronger ones got visions of a bigger world and a broader life than they had known.

I remember a girl coming home to her boarding place one afternoon, crying, and saying, "I never heard of half the things they talk about up at that school."

I have spoken of the principals because during these years the principal was the school. The assistants were young men just graduated who stayed and helped for a few terms. There was no money to pay for any other teachers.

With the coming of the third principal, the school gradually began to take on new features. The building was enlarged and the equipment improved a little. Boyden had been a student under Tillinghast and had experienced that rebirth which marked the life of most of those students. He had also taught under Conant, and had caught of his spirit.

The fundamental characteristics, however, remained unchanged. Mathematics pure and applied continued to be the center of thought. Thoroughness, accuracy in thinking was demanded and expected.

In Hackley's Algebra, used as a text-book, as it was also used at West Point, was a word which described the work of all these



earlier years. Hackley frequently gave what he called a "rigorous demonstration." I can think of no better word to characterize early Bridgewater on the intellectual side,—rigorous.

Nor was the moral tone lowered. Boyden had the same religious faith as the others and, working through the ever expanding psychology and pedagogy, which has been his great contribution for these fifty years, he developed a synonym for Bridgewater. Students might be dull—they often were—but they were never frivolous.

It may be inferred that the school was weak on the literary side. There may be some truth in this. In my day the library contained hardly any books which were readable. Conant was sympathetic with literature rather than familiar with it. So was Boyden.

The philosophy of teaching current did not lead toward books, and museums, and laboratories grew at the expense of the library. Miss Woodward tried to emphasize literature, but I am not sure that it has ever had a conspicuous place.

If now we would characterize the foundation years of Bridgewater, we find them best expressed by such words as strong, severe, rigorous, exact, thorough, on the intellectual side, and self-controlled, sacrificial and devout on the spiritual side.

Having these qualities inwrought into their minds and hearts, the early men and women went out into the world and began their work. Most of them taught for a short time and then turned to other occupations. A few never taught; a few taught for many years. Most of the women married. But wherever they lived and whatever they did, each became a center of light and power and through them many lives were made more fruitful and many communities were uplifted.

We are accustomed to speak of the Revival of Education in Massachusetts and call it the work of Horace Mann. In a sense, it was his work, but we ought not to ignore the means by which this revival was effected. The improvement of the quality of teaching was only one phase of it, though, perhaps, the most conspicuous fruit of the normal schools.

But the improvement in school buildings, the more abundant means of teaching, the higher wages paid to teachers, the lengthening of the school year, the greater efficiency of school committees were nearly as conspicuous changes.

These things meant more money, and to get more money there must be a new school spirit among the people. Here was manifested the power of that personality of which I spoke earlier.

Money for the schools had to come through the town meetings, and the men who had gone out from Tillinghast and Conant and Boyden carried their enthusiasm for schools into the town meetings all over



the State. Whether they taught or not, they were men of convictions and so of power, and they shaped the thinking of the men who held the purse strings of the communities.

And the women, too, did their share. Many a man went to town meeting prepared to be liberal with the schools by the earnest and convincing appeal of his wife who had been in a normal school.

All this must be taken into account when we are told that the appropriations for public schools doubled during the twelve years of Horace Mann's service and that more than two million dollars had been spent in providing better schoolhouses. The normal schools were the lever by which Horace Mann pried up the whole school system of Massachusetts.

To the mind of those people who see in a Model or Practice School, where pedagogical fledgelings try their wings, the be-all and the end-all of educational training, it seems a misnomer to call such a school as I have described a normal school. But is it a misnomer?

There was a Model School here in the earliest years, but no one took it very seriously for several reasons. In the first place, few people made it a business to teach young children. They constituted a part, often an insignificant part, of every district school. They were taught but little—to read and spell and count, to tell their names, the name of the town and county and state and who was president.

Then the first principals had taught chiefly young men and felt more at home with their normal students than with the little ones in the Model School. So the Model School died an easy death and Bridgewater went on for more than forty years without one. And yet all the time it was a training school for teachers.

You ask, "How could this be?" Two things contributed to it. Underlying all preparation for teaching is professional consciousness. The early students were never allowed to forget for a moment that they were to be teachers, and they said, "If only we can be such teachers as Tillinghast and Conant."

Later so-called teaching exercises were introduced. The students prepared each lesson as if they were real teachers. They analyzed the subject, arranged its divisions logically, selected appropriate illustrations, and framed questions suited to force their pupils to think.

Some people called this play-teaching. Not so those who tried to do it. Unlike most model school exercises, the students were matched against their equals, men and women, and not against children. It developed a grasp of subjects, a power of logical analysis, and a self-command which stood them in good stead in after life and which a technically called training school can only feebly imitate.

There was another element of this earlier work which made this a



great school for teachers. All the principals have had a philosophy of teaching as old as the race. It has never been superseded and is not likely to be, though it has often been forgotten.

Their principles were few and simple. They believed that any man or woman who had learned to think straight, and who included in his thinking the great verities of life, who had learned to apply himself assiduously and to control himself habitually, who was fearless and steadfast in defending his convictions, who was patient and sympathetic towards those who with faltering and uncertain steps were following up the incline of knowledge, would intuitively and instinctively learn how to teach. So they set themselves with all the ardor of their nature to make of their students such men and women, assured that the measure of their success as principals of a normal school was the number of such persons they could send out.

I must say for myself that I can conceive no higher motive for human effort than is found in these principles. The justification for the faith that animated the teachers at Bridgewater for the first fifty years is found in the character and work of the men and women who went from it. Let me name a few of them. Our minds instinctively turn to that early band who carried normal ideals into the West and in Illinois laid the foundations on which our guest of today, Dr. Felmley, is building so splendidly, Edwards, Hewitt, Metcalf and Stetson.

And the fourth principal of this school, Arthur Boyden, who on this consecrated ground is carrying the torch with as steady a hand as any of his predecessors, and his brother Wallace, maintaining the family tradition in that great institution, the Boston Normal School.

Frank Murdock, who has built up a new Bridgewater in the Berkshires, and who has thrilled that whole region with his own enthusiasm for vital education.

I see another group farther from home,—Walter Goodnough, for many years leading the ever-expanding art work in New York; Edgar Webster, devoting his life to the upbuilding of the black race at the head of the Normal Department of Atlanta University; Guy Campbell, succeeding his father as principal of the Royal Normal College for the Blind in London, leading the world in the physical and intellectual development of the sightless; and Shuje Isawa, once principal of the Normal School in Tokio, then sent to Formosa to plant a modern system of education there, now a member of the Japanese Senate—noble when here; now a noble among nobles.

Fred Atkinson, once United States Commissioner to the Philippines, now at the head of the Great Brooklyn Polytechnic School.

Robert Lincoln O'Brien, editor-in-chief of the Boston Herald.

Frank Speare, founder and constant inspirer of the great educa-



tional work of the Boston Young Men's Christian Association with its 3,000 students—a university in all but in name.

And Irving Fisher, for more than twenty years superintendent of the Presbyterian Hospital in New York,—one of the greatest hospitals in the land. These are all men.

Fit companions for these in service are not a few. Sarah Arnold, now crowning a notable career as dean of Simmons College; Clara Bancroft (Beatley), a missionary of educational ethics among the women of New England; Clara Wing (Guild), preparing young women for church work in the Tuckerman School. And some far-away ones: Sarah Gardner, working among the women of India in the Zenanas; Mary Daniels, caring for the Armenian orphans at Harpoot; Edith Leonard, working among the North American Indians in the Santee Agency.

All these men and women have not been dabblers in the work of education. They have given their lives to it.

Outside the schools have been worthy ones by the hundreds in banks and libraries, in business, in law and medicine, and in the ministry.

Knowing all these and gathering impulse and inspiration from them all and from thousands like them, carrying this inspiration by voice and pen to men, women and children from Maine to California, is the president of our Association, Albert Winship. All these people, except the Illinois men, were graduates under Mr. Boyden.

I have named a few to whom the opportunity has come to occupy conspicuous positions. I might have named a hundred more of men and women—I can see them before me now—who have upheld the best traditions of Bridgewater and have served their day and generation as teachers and superintendents for twenty, thirty, forty years in this and other states.

I hope that they do not think that they or their work are unknown or forgotten. Not so. My only excuse is that offered by the unknown author of the eleventh chapter of Hebrews: "Time would fail me to tell of Gedeon and of Barak and of Samson."

As I have been studying this school in the preparation of this paper, it has seemed to me that what has distinguished all these men and women has been not technical skill, though that has not been wanting, but *vision*,—the power to see the unseen things of the Spirit.

Whatever changes may come in the courses and methods in this or any normal school, the words of the wise man in the Book of Proverbs will never cease to be true: "Where there is no vision, the people perish."



## Bridgewater and the Normal Schools of the West.

PRESIDENT DAVID FELMLEY,

*Illinois State Normal University.*

THERE is a saying attributed to Edmund Burke that he who cares little for his ancestry is likely to care less for his posterity. Neither men nor institutions are capable of rendering the finest service to their own generation unless they see their place in the flow of events. They must know origins and causes and tendencies, if they are to play a really constructive part in working out the national destiny. It is because we are conscious of our deep obligations to you that the normal schools of the West—children and grandchildren of Bridgewater, bring to her seventy-fifth anniversary their tribute of filial regard.

The eldest normal school in the Mississippi Valley is the State Normal University at Normal, Illinois. This school was fortunate in securing from the start, an exceptionally able staff of instructors. It was generously supported by the State Legislature and by the teachers of the state. As a consequence, before the institution was fifteen years old, it was rated by Superintendent Philbrick of Boston as the leading normal school of the United States, alike in the number of its students, in the extent of its revenues, and in the ability of its faculty.

In 1841 there came from Massachusetts, J. S. Wright, who soon became the editor of the "Prairie Farmer," for twenty the best educational journal in Illinois. Hardly an issue of the paper appeared without some appeal for the establishment of a free school system and a normal school for the training of its teachers. Wright was young, impressionable, enthusiastic, and courageous. He had left Massachusetts at the culmination of the normal school agitation, and had literally brought a live coal from the altar to start a prairie fire in Illinois.

In the subsequent discussion three parties developed. 1. The advocates of a State University with chief emphasis upon agriculture and the mechanic arts. 2. The advocates of a state normal school. 3. Those who would apportion the State College Funds among the existing denominational institutions. This division of sentiment delayed action. In 1857 the legislature united upon the second proposition. The first



State Board of Education created to administer the normal school included fifteen men most prominent in the campaign for a strong public-school system. For many years its president was Samuel W. Moulton, a native of Newburyport, Mass. Among its members were W. H. Wells of Chicago, a former principal of your Westfield Normal School, and George Bunsen who had been a pupil of Pestalozzi at Burgdorf. When a principal was to be chosen, Horace Mann, then the President of Antioch College in Ohio, was the choice of a large section of the Board. Others pointed out that his pronounced abolition views would not be accepted in a state that still idolized Stephen A. Douglas. The final chosen fell upon Charles E. Hovey, a Vermonter, a graduate of Dartmouth, superintendent of the Peoria schools.

The school opened without delay in rented quarters. Hovey's assistants were Ira Moore of the Bridgewater Normal School and Charlton Lewis, later eminent as a classical scholar, a lawyer, an insurance actuary and an advocate of prison reform. To Hovey fell the tremendous task of erecting, in a time of financial depression, a two-hundred-thousand-dollar building to be paid for by subscriptions made in the booming days that preceded the panic of 1857. Moore as vice-principal shaped the internal organization of the school. He had evidently caught from Father Tillinghast all the military precision of his West Point training. His rigorous discipline and testiness of temper were endured by such students as survived but not by his associates. They came and went. *Dies Irae* became his familiar title. When the call to arms came in 1861 Hovey went out as colonel, Moore as captain in the Thirty-third Illinois Infantry. One-hundred eleven students enlisted. After the war Ira Moore served six years as president of the Normal School at St. Cloud, Minn., and eighteen at Los Angeles, California.

The outbreak of the War had almost emptied the State Normal University of its male teachers and students. In 1862, Richard Edwards was called from St. Louis to revive the languishing institution. Edwards was a Welshman by birth. His youth was spent on a farm in Northern Ohio with limited school opportunities. His thirst for knowledge drew him to Massachusetts and to Bridgewater where he was graduated in 1847. After 1849 he served here as assistant. In 1854 he became the first principal of the Salem Normal School, three years later of the City Normal School at St. Louis. In his fourteen years at Normal, and in his later career as preacher, author, and lecturer, and as Superintendent of Public Instruction, Richard Edwards made a most profound impression upon the life of Illinois. He and his chief associates in the faculty, Hewitt, Metcalf, and Stetson, were all Bridgewater men. For more than thirty years these men, along with



young men and women trained by them, made up almost the entire staff of instruction. The school possessed a peculiar spirit, a spirit that characterized all its graduates, and without question it was the spirit of Nicholas Tillinghast exalted and glorified by the fiery energy of Dr. Edwards.

Dr. Edwards was a remarkable teacher. Although the so-called common branches made up the greater part of the normal school course it must not be understood that they included only the meager content of our present elementary course. In his reading class the best literature was studied, and read in such a way as to clothe it with the highest dignity and beget in the student the finest appreciation and respect. His series of readers, widely adopted throughout the state, completely revolutionized the teaching of the subject. Dr. Edwards was a public speaker of rare power; his ringing voice, his faultless enunciation, his passionate energy, his depth of conviction, alike delighted and convinced his hearers.

Edwin C. Hewitt preceded Dr. Edwards at Normal by four years, and followed him in the presidency, retiring in 1890, after thirty-two years of service. He came directly from Bridgewater where he had been a teacher for four years. Dr. Hewitt revealed another aspect of the Puritan character. Above all things he hated sham, and woe to the pupil who undertook to deceive him as to the real extent of his honest preparation. He was on the hunt for truth. The text-books that he wrote are models in precision of definition and clearness of statement. His, the frankest of speech, the terse Saxon with its fine sincerity. His thoroughness was a household word.

Thomas Metcalf, after graduating from Bridgewater and teaching four years in Charleston and West Roxbury, accompanied Dr. Edwards to St. Louis in 1857, and to Normal in 1862. He was the painstaking man. Nicety in speech, faultless pronunciation, accuracy in statement, correctness in attire, in deportment, in manners had to him a moral value rarely attached to these virtues. He loved mathematics because of the definiteness and clearness of its formulæ, still more because it afforded the finest field for sharp distinction between the false and the true, between the unvarying universality of law and the shifting compromises of expediency. In 1876 he was transferred to the training department and brought to his relations with the student teachers the warmth of a sunny disposition, a patience and sympathy, a Christian love found only in the rarest souls.

Albert Stetson, the youngest of the group of Bridgewater men, had taken a course in Harvard after Bridgewater and came directly from the college to Normal in 1862. He was a wiry, nervous, energetic young man with a complexion suggesting plenty of fire and steam. He



had been a student at Antioch under Horace Mann and brought with him something of the impetuosity and idealism of that great prophet of the common school.

To this day the tradition lives of their painstaking thoroughness, of the fifty points of latitude and longitude memorized for the South American continent alone; of the lateral curvature of the spine acquired by every Normal student by carrying Lippincott's Gazetteer to school and back. Theirs was the courage to undertake arduous things. Only a few weeks ago I received a letter from an early alumnus deploring my leaning towards simplified spelling. It was his rule, he said, if a word is spelled in two ways always choose the harder; because it afforded more mental discipline in the learning of it.

The normal schools of the West have from the beginning occupied a broader field than has been accorded to the normal schools of New England. Seventy-five years ago, your system of academies and colleges provided for the higher education of men. The college provided the academy with teachers who knew what the college wanted in the way of preparation. The normal school has been restricted to the elementary field, its students chiefly women. In the West fifty years ago, academies were few and poorly supported. The common schools were largely taught by men. The villages and towns were developing high schools with little regard for college requirements by adding the science, higher mathematics, rhetoric and general history to their courses of study. It fell to the normal schools to educate men for these principalships. Hence our Western normal schools from the beginning set up three-year and four-year courses of study including the common branches, studies in education, practice, teaching, and along with these higher mathematics, biology and physical science, history, literature, every branch in the high-school program. There are many sections of the West where young men and women of fine capacity and character grow up with little schooling in their teens. For these the normal school still opens its doors. Yet most of these institutions are shaping their varied courses for high school graduates and providing different curricula for various types of teachers needed in our public schools. The Western Normal Schools do not propose to retire from the high school field. Many of them have established teachers' colleges with four-year courses, and are conferring degrees in education.

The unquenchable spirit of Mann and Pierce and Tillinghast, of Edwards and Hewitt and Metcalf, still burns within us, yet we believe that true loyalty to our ancestors demands not that we do as they did, but that we face our problems with the intelligence and courage with which they faced theirs. Bridgewater was born at a time when the doctrine of interest was unheard of, when the educational value of a



study was held to be proportional to its difficulty, rather than to the social contribution that might flow from the knowledge and skill it developed. The values of its disciplines were chiefly moral values. The work of the teacher lay largely in inciting young people to undertake arduous things, ambition, honor, duty, religious devotion—all were invoked. This fiery evangelism was needed at the outset, but inevitably normal schools had to develop a philosophy of teaching. At Normal we early came under the influence of Dr. William T. Harris, then the superintendent of schools at St. Louis, and of the Hegelian philosophy of which he became the leading American exponent. Rosenkran's Philosophy of Education became the capsheaf of the normal school course. Some of the younger men claimed they understood it, the older men used it. The stimulus of this philosophy and the rising reputation of Herbartianism took several of our most promising graduates to Germany—DeGarmo, and James, the McMurry's and others less noted. These men, with their doctrine of interest and theories of correlation and of culture epochs, gave in the last decade of the nineteenth century a new direction to the normal schools of the entire West. It meant a larger appreciation of history and literature and the sciences, a new study of the child, his interests and aptitudes. It was, in many respects, only a revival of Pestalozzianism, for it recognized the child as the product of evolutionary forces, as a bundle of instincts, impulses, and tendencies,—not to be thwarted or uprooted but to be redirected along ideal channels.

With the twentieth century has come to us as it has to you the oft-expressed thought that the whole boy is sent to school—hence his physical needs, his vocational aptitudes, his social nature, as well as his intellect and power to appreciate, bring problems to the teacher. The stronger institutions of the West assume that it is the function of the normal school to train every sort of teacher needed in the public schools. Accordingly we are educating teachers of music, art and physical education, of home economics, agriculture, manual training, commercial branches, as well as teachers for the elementary schools and high schools, principals and supervisors. Active teachers gather in the normal schools for summer study by hundreds and thousands. These newer features have, since 1900, multiplied by five the cost of maintaining the Illinois State Normal University.

Since coming to Bridgewater I have made out, so far as I can recall, a list of such alumni. The list includes:—

One national commissioner of education, the state superintendent of public instruction in Illinois, the presidents of the University of Illinois, of New York University, and of Girard College; three professors in Harvard University, three professors of Columbia University,



twenty-one other major professors of universities, usually heads of departments, most often of education; fourteen professors in minor positions in college or university, three college presidents, ten normal school presidents, one hundred four teachers in normal schools.

About forty per cent. of our graduates have entered the high school field.

While this list does not equal the record of service achieved by the children of Bridgewater, we trust that it is a list of grandchildren of which your venerable mother is not ashamed.

The character of a school is largely determined by its traditions, by the spirit and purpose that informs its life and assimilates to itself successive classes of students. The normal schools of the West have in the different states acquired a character determined by the circumstances of their origin. Thus in some states the elder normal schools grew out of small colleges that the state adopted. Their patrimony of college tradition lingers with them still. Their professors feel that it is much nobler to teach calculus than arithmetic. The training school is a department held in undisguised contempt by a large section of the faculty. I have long been grateful that I have been privileged to serve in an institution with a normal school pedigree, where teaching is regarded as a rational art, whose purpose and processes are as worthy of study as is the subject matter with which it deals, where the moral and social and personal problems of the school are held as important as the questions of scholarship, where the personality and devotion of the teacher, his sympathy, his sense of justice, his professional consecration, are quite as much an object of solicitude as his learning. This is the rich legacy we have received from Bridgewater.



## Sentence Tributes.

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“Inspiration from Normal School Bridgewater, led to following services, viz.:

25 years as President and Director in Fairhaven Improvement Association.

33 years as Moderator of our Town Meetings,

42 years as President of Channing Unitarian Conference,

50 years as Chairman or Director on School Committee,

56 years as Superintendent of Unitarian Sunday School.

—JOB CARVER TRIPP, 1847.

“All honor to the teachers and students of its early days who started this school on the road to success.”

—THOMAS H. BARNES, 1851.

“Bridgewater Normal School:—One of the largest elements in the development of Progressive Education in Massachusetts.”

—GEORGE W. LOCKE, 1855.

“Forty-seven hundred forty-five graduates, each teaching on an average more than nine years, means more than forty-five thousand years of teaching which, with only twenty-five different pupils each year, means that more than a million boys and girls, and also their children and children’s children have been blessed by this school. What a record!”—ALFRED BUNKER, 1859.

“To the students of forty years ago, this school is as a fountain of inspiration, leading to a search for Knowledge.”

—JULIA A. SEARS, 1860.

“Bridgewater Normal School and Albert G. Boyden—each a help and an inspiration for more than half a century.”

—JOHN MILTON HALL, 1863.



"The Bridgewater State Normal School, as I knew it, under the guidance of that pure, noble-minded man, and excellent leader, Albert G. Boyden, stood for high ideals, and taught thoroughness of preparation, inestimable assets for success in life."

—BERIAH T. HILLMAN, 1865.

"New visions and vistas of life came to me in Bridgewater in 1865-6, and they have stayed with me."—C. IRVING FISHER, 1866.

"From the standards of Grant to the standards of Bridgewater. Grant triumphed over men; Boyden made conquest of hearts."

—JOHN D. BILLINGS, 1867.

"To my native town of Bridgewater, and to the Normal School in the days of Boyden the First, a part of which I was. The past, present and future of my life has been determined largely by influences that came from both of these.—MARY H. LEONARD, 1867.

"Eyes opened, inspiration of fellow students and teachers, atmosphere of high ideals, professional enthusiasm, hunger for knowledge, service: my tribute."—ALONZO MESERVE, 1868.

"I am indebted to Mr. A. G. Boyden and the State Normal School at Bridgewater for a very large share of whatever success I have made.

The course in the school laid the foundation, and the eight years of service as an instructor in it, and the very intimate relations with Mr. Boyden during that period, so fixed the earlier impressions that they can never be eradicated, and on many occasions when facing a difficulty, I have asked myself: 'What would Mr. Boyden do if he were in my place?'"—BARRETT B. RUSSELL, 1869.

"May this school maintain the rights of the people by instructing them in the principles of the founders of Plymouth."

—CAROLINE W. BRALEY, 1869.

"To a student from the country high school of the seventies, Bridgewater opened the vista to a *large variety* of subjects, and created an inspiration to choose and explore the mysteries beyond."

—ANNA L. ADAMS THOMPSON, 1870.

"The Bridgewater School. 1869-71.

Scholarship was not its first aim, but to quicken perceptions and to broaden sympathies; and to esteem the moral and spiritual values of life above the intellectual."—SARAH C. WINN, 1871.



“To Alma Mater:

Thy children honor thee, by strong and humane service, under the full orb'd light of Education, Law, Morality and Religion.”

—EDWARD B. MAGLATHLIN, 1871.

“Our Alma Mater :

Venerable, but not superannuated;

Progressive, but not radical;

Conservative, but not illiberal;

Noble traditions, high ideals.”

—WALTER S. GOODNOUGH, 1873.

“Bridgewater State Normal School; the best of all Normal Schools; may it do for others what it did for me.—EDGAR K. MORRISON, 1873.

“The Bridgewater Normal School by training aright those who are to teach the future citizens, is a powerful contributor to the welfare of the State.”—LUCRETIA NICKERSON SMITH, 1874.

“Bridgewater was an intellectual new-birth to me; going there was the best thing I ever did.”—REV. GEORGE BENEDICT, 1875.

“For sane views of life, sensible judgment of childhood, fondness for literature, earnest love of nature, I owe to Bridgewater.”

—ALICE GRAY TEELE, 1875.

“The best gift of our Alma Mater; the passion for excellence which patiently strives for an ideal through a lifetime.”

—FANNY COMSTOCK, 1875.

“Through lofty ideals and their practical application, Bridgewater has moulded some rare men and women out of very common clay.”

—WARREN A. RODMAN, 1876.

“Few students at Bridgewater in my time failed to receive from Mr. Boyden and his teachers a mental awakening and a lasting moral impress.”—EDWARD P. SHUTE, 1876.

“Forty years, of daily application, make my faith in the Bridgewater principles stronger than ever.”—CLARENCE BOYLSTON, 1876.

“I have the honor to congratulate you on your seventy-fifth birthday, as your only son in the land of the Rising Sun.”

—SHUJE ISAWA, 1877 Tokio, Japan.



"The abiding influence of the character of the men and women who were my teachers was the school's inestimable gift."

—EDITH S. COPELAND, 1878

"When the Bridgewater Normal School was founded, perpetual motion, for good, was discovered. May it continue with uniformly accelerated motion."—C. BURLEIGH COLLINS, 1878.

"Praise and gratitude to the noble principals and teachers who trained and inspired thousands of graduates for helpful service, and through them uplifted and blessed the world."

—EDWIN F. KIMBALL, 1878.

"My Bridgewater teachers, noble and progressive;  
My classmates, earnest and loyal;  
The school, uplifting in character."

—ELLEN S. BAKER, 1879.

"The teachers and methods of my Normal School days have ever continued to be an energizing and inspiring influence in my work."

—F. F. MURDOCK, 1879.

"Bridgewater places *Character* above all—accuracy, efficiency, scholarship, of course—but underneath all these, the genuine woman, the sterling man.—ARTHUR STANLEY, 1881.

To A. G. B.:

"Beyond all praise, speed on thy shining way,—  
O never more alive than now, today!"

—CLARA BANCROFT BEATLEY, 1882.

"The Bridgewater spirit, the rock on which our Alma Mater is founded. The spirit advanced by the high ideals, the democratic spirit, the loyalty to the school of our beloved principal, Albert Gardner Boyden, the man of character."—MARCIA SHUMWAY WINSLOW, 1882.

"Bridgewater taught her youth to have an earnest purpose in life, and an abounding faith in that purpose."

—ROBERT LINCOLN O'BRIEN, 1884,  
Editor of the Boston Herald.

"I am grateful to Bridgewater Normal for directing, at the proper time, the currents of my life's forces into their proper channels."

—REV. SARAH A. DIXON, 1885,  
Pastor Cong. Church, Tewksbury, Mass.



"The happiest memories of all teachers who were mine, during the years 1885-1887 and especially of the beloved Principal!"

—SUSAN G. LOMBARD, 1887.

"The Bridgewater State Normal School is a builder of strong men and women, persons who can think, think straight, think a proposition clear through and act with intelligence, judgment and power. Its graduates are performing a mighty work for society."

—FRANK P. SPEARE, 1888.

"In '88, all were bearing cheerfully the pangs and discomforts of Bridgewater's 'growing pains' with visions of *This Day* before us."

—LYDIA HARDY JEWETT, 1888.

"Bridgewater training means concentrated observation, organized thought, ordered activity, devotion to duty, open-mindedness, and the ceaseless search for more truth."—GEORGE H. GALGER, 1889.

"The years have brought to me only gratitude and loyalty for the inspiration and helpfulness gained from Bridgewater Normal and its teachers."—ELIZA CHILDS WHITE, 1891.

"Bridgewater is the school that taught us to observe carefully, to infer correctly, to *think straight*, and to express cogently."

HOWARD C. LEONARD, 1892.

"Freely I received of culture and inspiration, and freely I have given to five thousand boys and girls."—MERTON C. LEONARD, 1892.

"Here's to good old Bridgewater—the town and its people, the school and its faculty. May they live forever."

—CHARLES E. JANVRIN, 1893.

"Bridgewater (ever since I entered at the high-chair stage) has been an institution to grow up to. High ideals of character, scholarship, and teaching keep it ever growing and ever young."

—LYMAN R. ALLEN, 1894.

"I am glad of this opportunity to pay tribute to old Bridgewater and my teacher, counsellor, and friend, Mr. Albert Gardner Boyden."

—ALLEN P. KEITH, 1894.

"Bridgewater Normal School cultivates the scientific spirit of the age by opening the eyes of its students to the truths of Nature and of Life."—GRACE E. LINGHAM, 1894.



"In loving remembrance of the teachers of Bridgewater Normal, whose noble lives have given inspiration to unselfish living and higher thinking."—MYRTIE B. SNOW, 1894.

"From the state I have had opportunities; from my teachers inspiration; and from Bridgewater a zeal for service."

—ETHEL A. TILLINGHAST, 1894.

"The influence of the Bridgewater Normal School has been, is, and will continue to be enriching to education and life."

—WILLIAM L. COGGINS, 1897.

"In Bridgewater Normal School a student learns to *think*; from it a teacher carries the high ideal of teaching others to *think*."

—EDITH A. ABBOTT, 1897.

"Bridgewater the home of strong-bodied, big brained, and great souled teachers, and New England's foremost training school for social efficiency."—A. A. HEALD, 1901.

"From the matrix of the vague dreams and rollicking irresponsibility common to youth, Bridgewater has the power of extracting the pure gold of steadfast devotion to a chosen course; a courageous assumption of responsibility; and a loyalty to her ideals, that make her pre-eminently the leader in an educational world whose one cry is 'Efficiency!'"—LOUISE K. MORSS, 1903.

"The Bridgewater Normal School,

A pioneer; always a pacemaker; and first in the hearts of its graduates."—WM. GOULD VINAL, 1903.



## Feature Exhibits.

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The purpose of the exhibits is to show the graduates and friends some of the professional activities of the school today. Instead of the usual miscellaneous exhibit of children's and students' work, each department has selected some important feature of the instruction and this has been illustrated by means of the modern plan of charting.

### NORMAL SCHOOL DEPARTMENT.

#### Drawing and Fine Arts.

*Picture Building. Room 22. Third Floor.*

All grades through the Normal School.

Drawing applied to Picture Making (Design). Used to illustrate school subjects, children's interests, games, stories, etc., and to develop appreciation of pictures.

(Complete Books of Drawings displayed in case.)

#### 1. Coöperative Pictures. Grades I, II, and III.

Children draw objects, "action figures," etc., free-hand and from patterns, then cut out the drawings and assist in placing them in position upon a background prepared and designed by the teacher. They also add ("paint in") color and details directly upon the picture.

Photographs illustrate these processes and results.

The original pictures may be seen upon the blackboards in the Training School.

#### 2. Individual Pictures with "Cut-outs." Grades III and IV.

Individual children make pictures illustrating stories from literature and history by placing the cut-out patterns in position, drawing around them and coloring in. The "setting," of sky, ground, distance, etc., and all details are drawn free-hand.

#### 3. Pictures with free-hand drawings from objects. Grades IV, V, and VI.

Objects of interest which correlate with reading, history, and



geography are drawn, then framed down for good spacing and arrangement.

4. Unsupervised Pictures. Grades V and VI.

Original Pictures made without assistance, to illustrate stories, etc.

5. Pictures with Objects and Landscape Forms.

Costume figures. Grade VII.

Same as Grade VI with introduction to landscape composition upon pictures and nature subjects correlated with history.

6. Pictures with Objects and Landscape Forms.

Study of Famous Pictures. Grades VIII and IX.

Original compositions with objects and landscape forms and reproductions in dark and light of famous pictures, from prints furnished by Boston Museum of Fine Arts, etc.

7. Drawings by Normal School Students.

These show preparation for teaching this subject in the grades. Emphasis upon principle of composition, tone relations, etc.

Picture composition applied to decoration of calendars and blackboard.

*Blackboard Drawing. Room 24. Third Floor.*

This exhibit shows the various forms of drawing upon the blackboard especially adapted to school conditions. (1.) Mechanical drawings, applied to programs, maps, and diagrams. (2.) Quick illustrative sketching to be used for illustration of school subjects. (3.) Decorative forms for calendars and other forms of wall decoration.

*Drawing Course. Room 26. Third Floor.*

The academic and training course for normal students in drawing and fine arts is shown in specimen note books, portfolio drawings, and copies of the text book used for study and home instruction.

### Geography.

*Room 14. Second Floor.*

A series of charts designed to show, by the graphic method, how important facts in industrial and commercial geography are illustrated for teaching. Special attention is given to the United States, Massachusetts, Great Britain and Germany.

### History and Civics.

*1. Community Civics. Room 16. Second Floor.*

This course has been worked out by the students in connection with the town of Bridgewater in such a way that with few changes, it might be applied to any locality. It involves summarizing much of the

knowledge acquired in other departments and applying it to the special work of community welfare.

The method employed in each division is that of personal investigation by the students of the facts required, this is followed by the practical organization of the knowledge.

2. *Current Events. Room 16. Second Floor.*

One period a week is given to this study. The students have charge of the *bulletin boards*, a group being responsible each week for clippings and a report on one subject.

The shelves of histories and a shelf containing *current literature* furnish a background for a more complete understanding of the significance of the daily happenings noted in the newspapers. Maps, pictures, and models aid in explaining and emphasizing the readings. The movements and difficulties of the European armies during the past year have been followed by means of the relief map, on which the positions of the troops have been represented by the flags of their respective nations.

Throughout the course there is an attempt to develop an impartial and broad-minded attitude in the consideration of all subjects under discussion.

3. *Development of Community Life. Illustrated by models. Room 2. First Floor.*

The models represent but one of the ways by which the student may be led to visualize community life as it existed in the different periods of English history.

The attempt to reproduce the homes of the people does more than anything else to make the life a real thing to the student and it includes other methods of study, since the student is forced to consult written descriptions and pictures in order to execute the models. The sense impressions gained by this method are certain to be a valuable aid to memory.

### Kindergarten Normal Class.

*First Floor. (Front).*

A demonstration of the use of building blocks as a means of awakening civic consciousness in the children. The charts indicate the method of procedure, the correlation with other work, and the further development of the subject through the first six grades.

### Languages. (Advanced Courses.)

*Room 11. Second Floor.*

The purpose of the charts is to emphasize the cultural value of a knowledge of the classics as a basis for improving the teacher's language by the study of etymology, derivation, and comparative syntax.



In the modern languages the practical purposes of speaking and understanding are emphasized.

### Nature Study.

*Gardening. Room 15. Second Floor.*

The charts and plants exhibited show what the students can do with plants and what opportunities in teaching the work offers them.

"Making a Bulb Border" shows four seniors teaching their classmates how to plant bulbs. That implies learning how to plant, planning arrangement of space, formulating directions, and supervision of the work.

"Tree-Pruning" represents the students' judgment in following four directions and two cautions.

"Wood-Cutting" is a photograph of economy in time and expense in securing a hedge or a vineyard.

"Early Seeding" shows what can be done for the garden in the schoolroom.

"Grafting" and "Budding" introduce the student to a very healthy sense of power. In teaching either, the student reveals perfect self-control.

Subjects not considered on the charts are annual cuttings and the effect of cross-pollination of flowers upon the seeds which they develop. Producing ferns from spores is another experience better shown than pictured.

### Penmanship.

*Room 17. Second Floor.*

This exhibit shows a few special features in teaching penmanship both in the Normal and Training Schools such as, gradation of writing; letter development; correlation with other subjects; the first steps in training the child to write through touch, sight, and motion; correct position and penholding; normal school student conducting a lesson in writing in second grade; blackboard practice illustrating drills, letters, words, and *applied writing*; and an outline of a scheme of instruction for teaching penmanship in all the grades.

### Physical Education.

*Room 32. Third Floor.*

The charts illustrate the plan of correlating this subject with Nature Study. Personified plays, singing games, and Folk dances are used to illustrate the Cycle of the Seed in the cycle of the School Year. The Normal students work with the children of the lower grades.

### Practical Arts.

#### 1. *Basketry. Room 21. Third Floor.*

Indian sewed basketry including a variety of stitches and original designs. Reed baskets—sufficient knowledge to enable the student to follow any simple model and to pick out new weaves if necessary.

#### 2. *Cardboard Construction.*

This includes the different methods of folding, scoring, and cutting, also the use of different materials.

#### 3. *Elementary Bookbinding.*

This work includes: (1.) Experience in pasting cloth, vellum, paper, etc., required in the making of note books, portfolios, and similar projects to be used in school work. (2.) Sufficient knowledge of case binding to mend and rebind an old book. (3.) Advanced work which includes such additional processes as sunken and raised cord.

#### 4. *Plasticine.*

A working knowledge of plasticine is gained sufficient to illustrate stories, games, language, civics, etc., in any of the grades.

#### 5. *Sewing.*

The making of samplers, including the simple stitches used in ordinary sewing, also the making of one garment.

#### 6. *Weaving.*

The study and making of looms. Simple weaving with cotton warp and woof, also with woolen warp and woof. Pattern weaving in bags.

### Practical Science.

#### *Industrial Chemistry. Rooms 28 and 30. Third Floor.*

These charts are used in presenting some of the important present day applications of chemistry. They include methods of manufacturing pig iron, steel, aluminum, quicklime, illuminating gases, flame extinguishers, and liquid air.

Special attention is called to the "Nitrogen Cycle," and the electric furnace for making nitric acid and nitrates from the atmosphere. This illustrates the successful experiments of the scientists to produce artificial fertilizer to supply the needs of the agriculturalist.

### Physics in the Home.

#### *Room 27. Third Floor.*

The purpose is to show some of the ways in which the truths of Physics are illustrated, or utilized, and in many cases may be learned from instruments, appliances, and occurrences in the home, and to sug-



gest that the subject is not wholly a remote or unfamiliar one, but that it comes close to the daily life of every individual.

Certain principles, as the principle of the lever, or the principles concerning the refraction of light, and certain phenomena, as atmospheric pressure, or the transmission of heat, of which there are many familiar uses or instances in the home, have been selected, and some of the more common of the uses or instances are outlined, and in many cases diagrammatic illustrations are given.

### Reading.

#### *Room 23. Third Floor.*

The charts indicate the outline of work in this department. The photographs of students illustrate actual class work in dramatization, viz: scenes from "Why the Evergreen Keeps its Leaves," "The Wonder Book," "The Courtship of Miles Standish," "Rip Van Winkle," "Grandmother's Story of Bunker Hill." Photographs are displayed of scenes taken from Shakesperian plays given by the Dramatic Club.

### Spelling.

#### *Room 18. Second Floor.*

This exhibit aims to show the purpose and method of instruction in spelling, in accordance with the views of modern educators. Incidentally it aims to show something of the psychology of spelling, and the comparative value of specific "methods" in approaching different kinds of difficulties. It also gives some illustrative material.

### Training Department.

#### *Room 1. First Floor.*

The charts indicate the nature and range of (1) the directed observation and "intensive" practice in the Training School; (2) the "extensive" practice in the outside district; (3) the comparative study of school curricula; (4) the work in special method given in connection with the practice teaching.

## TRAINING SCHOOL DEPARTMENT.

Grades from the Kindergarten through the Ninth, including the Non-English grade.

### Arithmetic.

#### *Community Arithmetic. Upper Grades. Room 10. First Floor.*

A group of charts aiming to show activities having a mathematical

basis and found in all towns and cities. Subjects which can be studied in the upper grades in order to make the connection between school processes and these community activities. Types of work exhibited are to show the comparative simplicity of the mathematics on which most of the activities are founded.

### Geography.

*How Geography can be correlated with other subjects. Grade VI. Room 34. Third Floor.*

The charts illustrate some of the possibilities of correlation among the different subjects of the grades. Correlation with English, original poems and puzzles, letters, etc. Correlation with picture study. Correlation with manual training; models of houses and plasticine maps made by the boys, dolls of different countries dressed by the girls. Correlation with drawing, Japanese booklet, "Handicraft of Nations" booklet, made by pupils.

### History.

*Pilgrim Stories. Grade IV. Room 20. Second Floor.*

The various means of presentation are illustrated.

1. Text books. 2. Informal dramatization. 3. Pictures and post-cards. 4. Drawings by the children. 5. Sand-table models representing Plymouth in 1621, and Indian life in New England at that time.

*How to teach American History by periods. Grade VII. Room 33. Third Floor.*

Selected feature:—Association of important events in the development of each period with emphasis on *cause* and *effect*.

Each group of three double charts is a unit in itself, showing on the left European causes or influences; in the center, the chief events in U. S. history of that period; and on the right, school activities correlated with the history. The *period* and the *century* are emphasized and the individual dates subordinated.

Accompanying material includes types of correlated activities, viz: plasticine models of famous battlefields, history year books, "Makers of America" (Grade VII), etc.

*Immigration as a factor in United States History. Grade VIII. Room 5. First Floor.*

These charts are designed to make plain how the immigration question has come to be so important in the United States. The big



Cunarder with the outline of the Mayflower in the foreground suggests that the American people are an aggregation of immigrants.

The means of transportation, both in early times and at the present time, shows how so many have come, and the occupations chosen help us to understand immigrant distribution.

### **Home and School Activities.**

#### *Grade 1. Room 3. First Floor.*

The child's home and community interest and experience used as a starting point for school activities.

Grange Fair; House tasks and plays; Mother Goose Rhymes; Coasting and Skating on Campus; Spring games; Gardening.

### **Kindergarten.**

*Use of Building Blocks* as a means of developing the child through an appeal to the building instinct.

#### *Rooms 7 and 9. First Floor.*

Photographs show the children at work. The demonstrations on the tables show, first steps, variety of material, correspondence between the progress of children and the forms of material.

#### *Mother Play for the First Grade. Grade I. Room 6. First Floor.*

In the kindergarten the children become somewhat familiar with the Mother Play through pictures and conversation. In the first grade the Mother Play serves as a point of departure for many lines of work, nature study, home geography, drawing, language, recreation. It thus becomes a connecting link between the grades.

### **Nature Study.**

#### *Grade II. Room 4. First Floor.*

The charts indicate the lines of work adapted to younger children, wild flowers and fruits, gardening, bird life, home pets. The illustrative material shows ways of correlating nature study with number, drawing, and handwork.

### **Non-English Grade.**

#### *Room 32. Third Floor.*

The special feature illustrated is the fact that the daily program has the same range of subjects as in the ordinary grades. The conversation lessons become the foundation for the study of English subjects.

**Practical Arts. Cooking.***Grade IX. Room 8. First Floor.*

The compiling and serving of simple and nourishing menus are featured. The charts illustrate (1) steps necessary in compiling menus; (2) a type breakfast, luncheon, and dinner for four persons, with accompanying menus. The approximate cost is worked out. Tables are set and arranged for serving each of the three menus.

**Practical Science.***Grade IX. Room 10. First Floor.*

The Science of Common Things is featured.

A few charts showing how topics are selected and arranged on the basis of the usefulness of the knowledge involved.

**Reading.***Grade V. Room 31. Third Floor.*

Different kinds of reading for children: informational, library, dramatic. Textbooks used. Illustrative material used to make reading graphic. Models, historical, transportation, miniature theatre.

State Library: a collection of books as loaned to rural school by the Free Public Library Commission. The method of using such books is shown.

**Story Telling.***Grade III. Room 19. Second Floor.*

The aim in this feature is to show how the work in story-telling may be correlated with other kinds of expression.

This is shown by means of charts, on which is an outline indicating the order of development. These charts include pictures of children in two scenes from the story, "Chicken Little," also illustrated pictures by means of "cut-outs" from "Chicken Little," "Town Musicians," and "Hiawatha." The charts also include samples of the written work in connection with the above stories.



## Professional Greetings to Bridgewater.

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P. P. CLAXTON,

*United States Commissioner of Education.*

May Bridgewater's service in the future be even greater than in the past. I can wish nothing better for it. Greetings and good wishes.

A. J. MATTHEWS,

*President, Tempe Normal School of Arizona.*

May the wonderful achievement secured by the organization of the Bridgewater Normal School be the index of its future success and prosperity.

WILLIAM M. FEAGIN,

*State Superintendent of Education, Alabama.*

On this, its seventy-fifty birthday, we are wishing for the Bridgewater institution a constant multiplication of the fine service it has rendered, and shall render, and the complete elimination of any influence that would retard an enlarging career of service.

GEORGE B. COOK,

*State Superintendent, Arkansas.*

I desire to extend our greetings, express our gratitude, and acknowledge our obligations, not only on behalf of the teachers now in the normal schools, and the Alumni Associations of these schools but also in behalf of the 12,000 teachers of Arkansas, for the splendid example in educational leadership set by Massachusetts, at so early a date in the history of our country for the guidance of the other commonwealths.

Z. X. SYNDER,

*State Teachers College, Greeley, Colorado.*

We are twenty-five years old, and we are your offspring, we are of college rank, and have one hundred seventy-five thousand dollars per annum for extensions and development. We have always looked to

the Bridgewater Normal School as a pioneer in the training of teachers at the expense of the state, and the country at large. It is impossible to evaluate the work of the Bridgewater Normal School in American Education and civilization.

JESSE F. MILLSPAUGH,

*President, State Normal School, Los Angeles, California.*

The Bridgewater Normal School, of whose history a nation of schoolmasters and schoolmistresses is proud, a school which in the calm, unpretentious and dignified tenor of its way has served as a model of quiet efficiency, is in truth the mother of all the state normal schools in America. As one of her filial admirers, this institution is proud of the relationship. For thirty-three years the Los Angeles State Normal School has been maturing. During all these years she has felt the inspiration of her Alma Mater Senior.

Her faculty of eighty instructors and her fifty-three hundred alumni, her eighteen hundred students, and her graduating class of five hundred and twelve, join me in this greeting, and in the expression of the hope that the Bridgewater State Normal School will go on in the splendid course which it has pursued for the past three-fourths of a century.

*Semper vivat, crescat, floreat!*

EDWARD HYATT,

*State Superintendent, California.*

My hearty congratulations upon this momentous occasion! Four thousand normal students and two thousand educational students of our universities in California join me in felicitating the parent school at Bridgewater. True it is that tall oaks from little acorns grow! May the future progress of the normal school idea be no less rapid and beneficial than the past!

M. E. DAILEY,

*President, State Normal School, San Jose, California.*

Congratulations upon your seventy-five years of grand work from the oldest State Normal School on the Pacific Coast. The necessity for professional training for teachers has become an accepted fact largely through the Bridgewater Normal School during all these years.

W. N. SHEATS,

*State Superintendent, Florida.*

I desire to congratulate the Bridgewater State Normal School upon its long and successful career as one of the educational institutions of



America. Its early establishment showed the great wisdom of its founders; its long continuance has been the result of successful management. The large part it has played in the progress of education has given that institution an enviable place in the history of normal schools. I sincerely hope and believe that those who have so wisely conducted the affairs of the Bridgewater Normal in the past may continue to be leaders in the educational thought of our country.

M. L. BRITAIN,

*State Superintendent, Georgia.*

It is a pleasure to send a personal and official greeting to the Bridgewater State Normal School on the occasion of the Seventy-fifth Anniversary of its opening.

GEORGE H. BLACK,

*Lewiston, Idaho, Normal School.*

Felicitations and congratulations to the parent institution on this its seventy-fifth anniversary. My sincere hope is that we have correctly interpreted the messages of the fathers, written in their devotion to a profession consecrated to the service of youth and to the guardianship of childhood. May our further growth give continued assurance of our confidence in your ideals.

BERNICE MCCOY,

*State Superintendent, Idaho.*

Sincere greetings and hearty congratulations to the Bridgewater State Normal School on its seventy-fifth anniversary. May it continue a leader in the educational world. Congratulatory greetings to the Alumni.

L. C. LORD,

*Charleston, Illinois, Normal School.*

One of the many descendants of Bridgewater greets it on its seventy-fifth anniversary. May its great influence long continue.

CHARLES A. GREATHOUSE,

*State Superintendent, Indiana.*

No school can remain established for so long a period of time without extending its influence far beyond the borders of its own state, and Indiana is glad to acknowledge her obligation to the Bridgewater Normal School, a pioneer school of this country in state-aided training for teachers.

A. M. DEYOE,

*State Superintendent, Iowa.*

All honor to Massachusetts and Bridgewater for taking the initiative in teacher training. Farther, farther sail!

H. H. SEERLEY,

*President, Iowa State Teachers College.*

Iowa's congratulations to Massachusetts on the progress of state normal schools in the United States in the past three quarters of a century. Our first president, J. C. Gilchrist, was a student of Horace Mann in Ohio, our second president, Homer H. Seerley, was a student of D. Franklin Wells, a graduate of the Albany (New York) Normal School and of Sarah F. Loughbridge, a graduate of Oswego (New York) Normal School. The inspiration of these early masters remain with us in the Mississippi Valley, and the chief ambition is to realize in our educational efforts the prophetic hope that the men and women of seventy-five years ago possessed. Horace Mann was one of a committee who recommended the fundamental plans of Iowa's school system, and his signature is among the most precious historical souvenirs in the official records of the state.

THOS. W. BUTCHER,

*President, Kansas State Normal School.*

The Kansas State Normal School, 3,217 strong during the year just closed, sends greetings and congratulations to the Bridgewater State Normal School upon its seventy-fifth birthday.

J. G. CRABBE,

*Richmond, Kentucky, Normal School.*

Heartiest congratulations upon your great anniversary celebration. Massachusetts has many honors in American history not least of which is her leadership in normal schools supported by the state. The Eastern Kentucky Normal with her twelve hundred students sends congratulations, and acknowledges her debt to educational leaders of seventy-five years ago.

W. D. ROSS,

*State Superintendent, Kansas.*

I extend the Alumni of the Bridgewater State Normal School and to all the friends of the institution greetings and good wishes on the occasion of her seventy-fifth anniversary. I congratulate them upon her unique and glorious history. May she continue through all the



future years to render the same noble service to the profession of teaching, and to the cause of education generally that she has in the past.

L. H. HARRIS,

*State Superintendent, Louisiana.*

I trust that your exercises may be highly successful, and may result in calling attention, in a forceful way, to the people of this nation to the importance of training thoroughly capable teachers to take charge of the education of our children. I wish to assure you that Louisiana is in sympathy with the above idea, and is doing what it can to place in every schoolroom a teacher equipped by temperament, education and training for the important duties devolving upon the consecrated teacher.

ALBERT F. RICHARDSON,

*Principal, Normal School, Castine, Maine.*

I send greetings from the school and congratulations on seventy-five years of great success and usefulness. We remember the several fine teachers sent us including Fannie Comstock, Winnie Austin and Joel Reynolds. You have helped us very much.

FRED L. KEELER,

*State Superintendent, Michigan.*

To the Alumni Association of the Bridgewater State Normal School, I send greeting on this its seventy-fifth anniversary. I rejoice in the conspicuous work your institution is doing in the training of men and women for the exalted position of teacher.

C. G. SCHULZ,

*State Superintendent, Minnesota.*

I take great pride in extending personal and official greetings to the State Normal School at Bridgewater, on the occasion of the seventy-fifth anniversary of its opening. A school which has carried on the pioneer work which this institution has maintained, and which has worked out new problems in the training of teachers, deserves a distinct place in the annals of our American educational institutions.

FRANK A. WELD,

*Moorehead, Minnesota, Normal School.*

Gratitude to the State Normal School on the occasion of its seventy-fifth anniversary. The exalted ideals which were established in the

field of professional education have been displayed potential in sharpening educational policies and determining standards in the remarkable development of the Normal School idea in America.

W. S. DEARMONT,

*Cape Girardeau, Missouri, Normal School.*

Out of the small beginning made by the Bridgewater Normal School seventy-five years ago has developed in the Central West an institution more potential for good than any other educational institution exerting a far reaching influence, the rich fruitage of the beginning made at Bridgewater.

W. T. CARRINGTON,

*State Normal School, Springfield, Missouri.*

It gives me pleasure to know that the friends of education in New England are celebrating the seventy-fifth anniversary of the Bridgewater Normal School. For these years we have been looking to the beginnings of normal school training in Massachusetts as an example of what the teacher training work should be in the Mississippi Valley. We learned from those early schools that we must adjust our work to the local conditions. We work hard at the problem of making our teacher training work fit into the conditions as we find them here just as the organizations of the Bridgewater Normal School and other schools in New England have always adjusted their work. This is the inheritance that we get from those schools and to my mind it is the best inheritance. May the Bridgewater Normal School continue its great work for education.

I have personal acquaintance with the present president of the school. I know his attitude and his ambitions, and I know the great work he is doing. May the influence of the school continue to help all of us in this great country to do our work efficiently.

H. A. DAVEE,

*State Superintendent, Montana.*

The idea of normal training for teachers has made a wonderful growth in seventy-five years and when Bridgewater celebrates her one-hundredth anniversary, may we not confidently expect that every teacher in the land will be specially trained for her work.

ERNEST C. SILVER,

*Plymouth, New Hampshire, Normal School.*

Cordial greetings to Bridgewater Normal School on its seventy-fifth anniversary. May the Bridgewater achievements be continued even more abundantly for another seventy-five years.



GEORGE S. DICK,

*Kearney, Nebraska, Normal School.*

Greetings to the Mother Normal School. We are a drop in the bucket of what has resulted from the start seventy-five years ago at Bridgewater, with greater changes still to be wrought. May the richest blessing and ever increasing success crown the great cause of teacher training.

WALLACE E. MASON,

*Keene, New Hampshire, Normal School.*

The baby normal school of New England, sends its heartiest congratulations to the Bridgewater School on its anniversary celebration. The inspiration of years, ideals and achievements has been most helpful to us. We are proud to have your graduates on our faculty, and wish for you ever increasing prosperity.

C. N. KENDALL,

*Commissioner of Education, New Jersey.*

Early in my career as a superintendent of schools my attention was directed to the Bridgewater School, as not only one of the oldest normal schools in the country, but one of the best.

The opinion then formed has been confirmed by my personal knowledge of the school and my realization of the worth of its graduates. The influence of the institution has not been confined to the schools of Massachusetts. Its standards have always been high, its work effective and the spirit of the institution admirable.

J. M. GREEN,

*Principal, State Normal School, Trenton, New Jersey.*

Anyone who is at all familiar with the history of education in our country recognizes that the Bridgewater Normal School has been an important factor in that history. I have been familiar with this school in a general way since I first entered a normal school as a student, but during the twenty-six years of my principalship of the State Normal School at Trenton I have been intimate with the Bridgewater organization, especially as expressed in the personality of Principal Albert G. Boyden.

We all realize that there is no patent which makes a normal school by reason of its name better than other institutions of learning. Whatever a normal school does that is worth while depends upon its wisdom in determining the thing that is best to be done in the education of the Commonwealth, and doing that thing in the best way.

I have been accustomed to read every report of the Bridgewater School, to carefully note the plans of work as published, and to confer from time to time with Dr. Boyden and his associates including his highly esteemed son, and I am glad to bear testimony that through these conferences I have derived suggestions and confirmation second to that from no other source.

A. R. BRUBACHER,

*President, New York State College for Teachers.*

New York State College for Teachers recognizing her filial relationship sends cordial greetings to the Bridgewater Normal School on her seventy-fifth anniversary. We honor Bridgewater for her achievements.

JOHN EDWARDS BRAY,

*State Superintendent, Nevada.*

Permit me, as the representative of the teachers of Nevada, to congratulate you and all the alumni of that institution on the remarkable extension of normal training work that has been, in a measure at least, the outgrowth of this State Normal School.

FRANK H. H. ROBERTS,

*President, New Mexico Normal University, Las Vegas.*

On behalf of the State Superintendent of Public Instruction and the Normal Schools of New Mexico I congratulate the people of Massachusetts upon the splendid career of the Bridgewater State Normal School. Massachusetts has done much for education. In the early days of doubt, it blazed the way through the forest and made it possible for the rest of us to follow. America owes a debt to Massachusetts which she can never repay, yet she can and does appreciate the leadership of Massachusetts. New Mexico greets Massachusetts, and acknowledges her debt to your great state. New Mexico is doing a great work in the educational field. What we are doing here has been made possible by what has been done in the East.

E. J. TAYLOR,

*State Superintendent, North Dakota.*

I extend greetings to the faculty, students and alumni of the State Normal School at Bridgewater, Massachusetts. I congratulate those connected with the institution on the completion of seventy-five years of noble work. This institution, which is a pioneer of all normal schools is entitled to the respect and gratitude of all teachers throughout our country.



In seventy-five years the principle of normal trained teachers at state expense has spread till there is not a state that does not offer training for its teachers and the state provides the means.

FRANK W. MILLER,  
*State Superintendent, Ohio.*

I am glad to learn that the Massachusetts State Normal School will celebrate the seventy-fifth anniversary of its opening. There is evidence on all sides in the state that the profession of teaching is rising in the estimation of the people, that teachers are clinging to their profession more tenaciously than in the past, and that they are endeavoring to qualify themselves better than they have been in the past.

J. A. CHURCHILL,  
*State Superintendent, Oregon.*

It is with much pleasure that I send these greetings, and extend my congratulations upon the occasion of the celebration of the seventy-fifth anniversary of the opening of the Bridgewater, Massachusetts State Normal School, and I am pleased to report that the State of Oregon is making rapid progress in the training of its teachers.

N. C. SCHAEFFER,  
*State Superintendent, Pennsylvania.*

I hereby send my greetings to the Bridgewater State Normal School, its faculty, students and alumni. Pennsylvania has a system of thirteen State Normal Schools with an attendance last year of 7,198 students, and an alumni list of 35,057 names. These all feel an interest in the history and work of the Bridgewater celebration.

GEORGE MORRIS PHILIPS,  
*State Normal School, West Chester, Pennsylvania.*

Upon its seventy-fifth birthday, I congratulate the Bridgewater State Normal School and all who are connected with it and have helped to make it so great a success and give it the splendid career that it has had. I have twice visited this great school, once taking several of my trustees with me. I have had a most profitable acquaintance with its Principal Emeritus and its present Principal, and have looked up to it for years as an example, and feel that this example has been of great value to us here; and its inspiration has been no mean factor in the building up of this school with property of a million dollars, with four thousand graduates, and with a student body of more than a thousand every year.

D. B. JOHNSON,

*President, Winthrop Normal College, Rock Hill, South Carolina.*

Congratulations upon the celebration of the seventy-fifth anniversary of the Bridgewater Normal School from the largest school in the South, named after the great man of Massachusetts, Robert C. Winthrop, and established twenty-nine years ago under the inspiration from the Bridgewater State Normal School with the help of distinguished graduates of your school as teachers. May the first normal schools ever established in the United States by state appropriation continue to grow and prosper and render an even greater service to the State of Massachusetts and the country at large on her most vital interests, the teachers, the school and the children.

C. H. LUGG,

*State Superintendent, South Dakota.*

On this occasion of the seventy-fifth anniversary of the Bridgewater, Massachusetts, State Normal School I have the honor to greet the Alumni of this noble institution in the name of one thousand four hundred thirty-nine students enrolled in the Normal Schools, and six hundred forty-eight enrolled in the Departments of Education in the Colleges and State University of the young State of South Dakota. We appreciate the value of pioneer work done by the Bridgewater Normal in opening the way to systematic training of teachers, and we honor this school for the illustrious names she has given to the ranks of the teaching profession. Long may she flourish, and may she ever be proud of her sons and daughters as they are proud of her.

WILLIS E. JOHNSON,

*Principal Normal School, Aberdeen, South Dakota.*

As children and grandchildren love their forbears, the State Normal Schools of the United States have love and gratitude for mother or grandmother Bridgewater.

W. F. DOUGHTY,

*State Superintendent, Texas.*

The history of the State Normal School in the United States is sufficient to do great honor to the cause and I know the success of the normal school movement is a source of great satisfaction to the Alumni.

M. P. SHAWKEY,

*State Superintendent, West Virginia.*

In the name of West Virginia's 300,000 school children whom the influence of the normal schools has brought to the foreground of our



educational system; in the name of our 10,000 teachers to whom the normal school idea has brought motive and art, and, through these, the joy of efficient service; and in the name of our citizens to whom the blessings of the normal schools flow through the avenues of better schools, I greet you on this glad day. May this occasion usher in another three-generations of leadership and prosperity for Old Bridgewater.

C. G. PEARSE,

*President, Milwaukee State Normal School.*

The faculty of the Milwaukee State Normal School, sixty strong, and the students of thousands strong, send greetings to the Mother Normal School on the seventy-fifth anniversary of her foundation. We count ourself of the brood which has developed as a result of the demonstration done at Bridgewater three quarters of a century ago and send our best wishes for continued prosperity during the next three quarters of a century.

S. W. CRABTREE,

*Principal, Normal School, River Falls, Wisconsin.*

River Falls sends greetings to the Bridgewater State Normal on this occasion of national importance. All other normal schools are under lasting obligation to Horace Mann and Bridgewater Normal.

R. C. STEARNS,

*State Superintendent, Virginia.*

Permit me to send heartiest greetings of the Virginia State Department of Public Instruction to the Bridgewater State Normal School on the occasion of the seventy-fifth anniversary of its opening. I know not how much of the pioneer work which was done by the Bridgewater School is now reflected in the work of the State Normal Schools in Virginia, but the intimacy and the mutual regard which have always bound the commonwealths of Virginia and Massachusetts so closely together have led me to believe that the spirit of Thomas Jefferson must have brooded over your school system just as the spirit of Horace Mann has blessed Virginia.

The men who have gone forth from Bridgewater have blessed the whole nation, and on the occasion of its seventy-fifth anniversary the school men of the whole nation will pray for the richest blessing upon the Bridgewater State Normal School as she renews her youth like the eagle.



JAMES E. RUSSELL,

*Dean, Teachers' College, Columbia University, New York.*

Teachers' College sends greetings to the Bridgewater State Normal School on the occasion of its seventy-fifth anniversary, and best wishes for its future. We recognize the splendid service rendered to our profession, and to the well-being of our country by the school system of Massachusetts in general, and by its normal school in particular. From the small beginnings made here seventy-five years ago has grown a great institution. We believe in its purpose, glory in its achievements, and honor those who have been its leaders.

CHARLES H. JUDD,

*School of Education, University of Chicago.*

I congratulate the Bridgewater Normal School very heartily on the celebration of its seventy-fifth anniversary.

When the Bridgewater Normal School began its work the teaching profession was made up of a scattered group of individuals, many of whom undertook their professional work merely as a means of gaining a livelihood for a few years while they were on the way to some other profession or business. The normal school of those early days was also separated from the main stream of education and was hardly recognized by the higher institutions of learning, and was not in a position to require graduation from even the high school. Steadily the normal school has gone forward, demonstrating its usefulness to society, and helping the teaching profession to formulate requirements and standards of work which have made for the betterment of schools and for the elevation of the standards of the profession itself.

Your seventy-fifth anniversary comes at a time when there is the greatest enthusiasm in the educational work for the training of the teacher. All of the great institutions which are supported by the states of the middle west, and most of the colleges and universities which are supported by private endowments, have seen the importance of taking a hand in the technical training of teachers. Departments of education have grown with astonishing rapidity in recent years. These departments are now devoting themselves to the creation of a science of education, and to the improvement of the technical ability of those who are about to become teachers.

Our whole department sends its heartiest congratulations to the Bridgewater Normal School which has so enviable a record for long and successful work in the training of teachers.



W. C. BAGLEY,

*Director, School of Education, University of Illinois.*

The School of Education of the University of Illinois sends greetings to the students, faculty, and alumni of the Bridgewater State Normal School, who are assembled to celebrate the seventy-fifth anniversary of the opening of their school.

We, in Illinois, have a deep interest in this celebration. The movement for the training of teachers which was fathered by James G. Carter and championed by Horace Mann found one of its earliest and certainly one of its most influential expressions in the establishment of the school at Bridgewater. Under the impetus furnished by the success of the Massachusetts schools this movement spread to the West. Seventeen years after the opening of the school at Bridgewater, the first normal school of Illinois was established,—our Normal University,—and the ideals that made our Normal University great and strong came directly from Nicholas Tillinghast through a group of men, trained at Bridgewater, whose names are written very large in the educational history of our State,—Richard Edwards, Edwin C. Hewett, and Thomas Metcalf.

And we of the School of Education of the University of Illinois are not without our indebtedness to Bridgewater, for it was the influence of two men trained at the Normal University by these sons of Bridgewater that led first to the establishment and then to the development of our School. These two men are John W. Cook and Edmund J. James. Our school is proud of its lineage.

We have before us here a problem in many ways similar to that which Carter and Mann and Tillinghast faced in Massachusetts three quarters of a century ago,—and yet in many ways it is a different problem. We have their great work to serve as our guide and inspiration; and in this sense our problem has been immeasurably simplified. Our principal duty is to prepare teachers for a type of school that scarcely existed in 1840,—the public high school. And there is another difference too: where Carter and Mann had to deal with a generation more or less apathetic regarding the importance of public education, it is our advantage—thanks to their efforts—to deal with a generation that is generous and sympathetic and well-disposed.

It is needless to say that my own personal greetings and those of the men associated with me accompany this letter. We join in heartiest congratulations, and we wish for its future a career that will conserve and extend and strengthen the traditions and the ideals that have grown and ripened in these seventy-five years of honorable and efficient service.



M. V. O'SHEA,

*Department of Education, University of Wisconsin.*

I send very hearty congratulations on the occasion of the seventy-fifth anniversary of the opening of the Bridgewater Normal School. The people who are engaged in the training of teachers have had faith, hope, and courage, or they could not have persisted in the attainment of their ends in the face of the indifference and criticism which has been accorded them. But the principle involved is now universally recognized, and the only question is: How can the ideals set up at Bridgewater seventy-five years ago be more fully realized than they are today in normal schools and in all institutions engaged in the training of teachers.

The University of Wisconsin has gone on steadily improving and extending its courses for the training of teachers. By the bounty of the state, we have this year opened a demonstration school which will enable us to make our work for teachers much more effective than it has been heretofore. We have still to go a long way before we will feel that we have solved the problem of doing precisely what ought to be done for a teacher in respect alike to his theoretical study and his practical training; but we gain some comfort from the fact that we are steadily making progress.

I do not know of any occasion which could be celebrated with greater heartiness and good conscience than the establishment of the normal school at Bridgewater.

ELLWOOD P. CUBBERLEY,

*Professor Education, Leland Stanford, Jr., University.*

The Bridgewater Normal School has rendered a service to American education which we are not likely to over-estimate, and its work probably has only really begun. I extend to the authorities and alumni of the school my congratulations on the completion of three-quarters of a century for conspicuous service, and to wish for the school an even more significant future.

FRANK PIERREPONT GRAVES,

*Dean of the School of Education, University of Pennsylvania.*

I send greetings of the School of Education of the University of Pennsylvania to the State Normal School of Massachusetts at Bridgewater on this her natal day. We are just reaching the first anniversary of our birth, but we are old enough to appreciate the splendid services to the profession of teaching that have been given during all these years by our big sister. Long may she flourish and continue to



furnish the light by which the ever increasing family may see their way to a more perfect day.

This is a day of trained teachers. It is becoming more and more a recognized fact that no teacher should be allowed to remain in the profession who has not obtained proper equipment. The institution at Bridgewater, under the guidance of the great educational statesman, Horace Mann, has marked out the way, and now high school teachers, as well as elementary are required to be trained. Before long we may even secure college and university professors who have learned the art and really think it worth while to teach well! All colleges and universities, state and private, have come to think it wise to establish at least a department of Education, and all of any size or importance, have, like the University of Pennsylvania, erected this department into a School of Education or a Teachers' College. The occupation of teaching has indeed, become a profession. No other educational tendency of the twentieth century is so patent. Even he who runs may read the signs of the times, and he who reads and heeds not ought to run! This is the day of days for teachers and teacher training.

May I add a personal word to the institution? My own father, now passed to his reward, was trained at Bridgewater before going to Harvard College. He taught Mathematics for some years in the Worcester High School, and at Harvard, and to the end of his life lamented that he had not always followed the glorious profession first taught him at Bridgewater. So to me Bridgewater stands not only as an elder sister, but as the alma mater of my father,—my grandmother in very real, though spiritual sense. Most worthy is she of my reverential greetings.

## Pioneers in Establishing the First State Normal Schools in America.

JAMES G. CARTER, REV. CHARLES BROOKS,  
EDMUND DWIGHT.

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### JAMES G. CARTER OF LANCASTER.

JAMES G. CARTER was born in Leominster, September 7, 1795. Up to the age of seventeen he lived the ordinary life of a New England farmer's son, alternating between the summer's work and the winter's schooling, which was all the education that his father's means would allow. At that age he quietly formed the resolution of paying his own way through a preparatory course at Groton Academy, and a collegiate course at Harvard College; this he accomplished, earning his money by teaching district school and singing school, and by occasional lectures upon the mysteries of their craft before Masonic lodges. He graduated at Harvard in 1820, and began his career as a teacher in a private school which he established at Lancaster, Massachusetts.

To him belongs the honor of first attracting attention to the decadence of the public schools, the extent of it, and the remedy for it. Within a year after he graduated from Harvard College he began an aggressive campaign in favor of free schools, which he continued for seventeen years, until his triumph was complete in the establishment of normal schools, and Horace Mann came to follow up his victory.

His first efforts were through the press. He described the condition of the public schools; he showed how they had sunk in the character of their instruction and instructors; with convincing logic he showed how the academies and private schools were largely responsible for this decline; in eloquent terms he painted the wisdom and self-denial of the founders of the State, and contrasted them with the degeneracy of their children; and with the ardor of his age, and a



sagacity and insight beyond his years, he argued for inductive teaching in all the schools, and proved conclusively that there could be no such teaching until competent teachers should be provided. Then, rising to the height of his subject, he outlined a plan for a seminary for teachers, of which Prof. Bryce said, in 1828, it was "the first regular publication on the subject of the professional education of teachers which he had heard of." These papers were widely circulated and favorably received. They were reviewed by Theophilus Parsons in the *Literary Gazette*, and by Prof. Ticknor in the *North American Review*, and bore almost immediate fruit in the legislation of 1824 and 1826.

This legislation was of commanding importance in Massachusetts school history. Every town was required to choose annually a school committee, who would have general charge and superintendence of all the town schools. They could determine the text books to be used, and no teacher could be employed without being first examined and certified by them.

Mr. Carter's plans for school improvement included two means as of primary importance; a school fund, and a seminary for the training of teachers. The efforts of the friends of reform to secure these two ends were unremitting. The measures were forced upon the attention and consideration of the Legislature every year from 1827, until opposition and reluctance yielded to importunity and both were secured.

In 1834, a bill was reported and enacted establishing a school fund. Three years later Mr. Carter's enthusiasm and energy achieved another signal triumph, and the Commonwealth took the second step in its educational *renaissance*. In 1837, Governor Edward Everett recommended the creation by law of a Board of Education, as an efficient means of furthering the educational interests of the State. The Committee on Education of which Josiah Quincy, Jr., was the Senate chairman, and Mr. Carter, House chairman, reported a bill in accordance with the Governor's recommendation. This was defeated in the House by a vote of one hundred and thirteen to sixty-one.

Defeated but not dismayed, Mr. Carter's signal ability was equal to the occasion. By parliamentary skill he induced the House to go into a Committee of the Whole and discuss the measure. The committee reported favorably; the House adopted the report, and the bill passed to be engrossed. A board of eight members was created, to be appointed by the Governor and Council, one member to retire annually, the Governor and Lieutenant-Governor to be members *ex-officiis*.

At the first meeting of the Board, June 29, 1837, Horace Mann was chosen secretary. The choice was a surprise and a disappointment to many of those who had been most active in promoting the new movement. They wanted James G. Carter. He had been the acknowledged



leader out of the wilderness into sight of the promised land. It seemed hard that he should not go over and possess it.

All the leaders of educational reform in this and other States had included in their plans as the foundation of all others, a seminary for the special training of teachers. As early as 1827, Mr. Carter came within a single vote of securing an appropriation by the Legislature, to aid in founding such an institution. Failing in this he himself opened a private school for this purpose. In 1830 a Normal department was opened in Phillips Academy at Andover, under the charge of Rev. Samuel R. Hall, who had done similar work in Concord, Vt.

Mr. Carter continued his efforts until the three main objects for which he had labored,—the establishment of a school fund, the State Board of Education, and State Normal Schools,—were accomplished.

#### REV. CHARLES BROOKS OF HINGHAM.

REV. CHARLES BROOKS was born in Medford, Massachusetts, October 30, 1795. He graduated at Harvard College in 1816, and continued in his theological studies at Harvard. In November, 1820, he became pastor of the Third Church at Hingham, and here he remained until January, 1839. He was active in many ways beyond his work in his church and parish. In 1833, he went to Europe for needed rest. During this visit he became specially interested in Common School Education and the improvement of teachers.

Much of the impulse of the movement for securing the establishment of State Normal Schools and that which finally carried it to success, was received from Europe. The reports made by Victor Cousin of the French Government, on the school systems of Prussia and Holland, had awakened wide spread interest in these systems, and it was seen that whatever success these new systems had already achieved was due to the admirable methods for securing competent teachers.

Mr. Brooks had met Cousin and had become acquainted with his report on the Prussian system. On his return voyage from Europe he had for a room-mate Dr. H. Julius of Hamburg who gave him a detailed account of the working of the Prussian system of State Normal Schools. He then and there in the Gulf Stream, resolved to *do* something about *State* normal schools for Massachusetts. He states, "The Prussian principle seems to be this: that everything which it is desirable to have in the national character should be carefully incul-



cated in elementary education. Over and over again have the Prussians proved that elementary education cannot be fully attained without purposely prepared teachers. They deem these seminaries for teachers of priceless value and declare them in all their reports and laws to be the fountains of their success. Out of this fact in their history has arisen the maxim 'As is the master so is the school.''' Taking this motto for his text Mr. Brooks began a most vigorous campaign in favor of Normal Schools in Massachusetts. In numerous public meetings throughout the State, and before the Legislature, for nearly three years, from 1835 to 1838, he preached his doctrine. Memorials were secured from County conventions, and from the American Institute of Instruction. He made vigorous efforts to secure the establishment of the first State Normal in Plymouth County. In September, 1838, a convention was held at Hanover to discuss the question. To this meeting Mr. Brooks succeeded in bringing as speakers, Horace Mann, Rev. Dr. George Putnam, Robert Rantoul, Jr., Hon. John Quincy Adams, and Daniel Webster. In January, 1839, Mr. Brooks accepted the professorship of natural history in the University of New York, and his labors in Massachusetts ceased.

#### EDMUND DWIGHT OF BOSTON.

EDMUND DWIGHT was born in Springfield, Massachusetts, November 28, 1780, one of a family of six children, two daughters and four sons. His father, Jonathan Dwight, who was in prosperous circumstances, kept a store and cultivated a piece of land. Edmund was trained to careful and thrifty habits after the painstaking way of New England agriculturists of the last century. He graduated from Yale College in 1799, studied law, and after completing his law studies spent two years in Europe. Upon his return in 1804, he engaged in commercial business with his father and brothers in Springfield. In 1819 he removed to Boston and formed a partnership with James K. Mills which continued till his death in 1849. The firm carried on cotton mills, machine shops, and calico printing works, employing about three thousand persons.

Mr. Dwight was an eminent member of a remarkable class of men—the merchant princes of Boston during the first half of the nineteenth century. He was a leader in promoting the railroad enterprises of the day. Brought thus in contact with the laboring classes in different parts of the State he had come to have a deep interest in the educa-



tional problem of the day—the renovation of the common schools. It became one of the leading purposes of his life. He had read Cousin's Report, and moved by these influences he had been most influential in the establishment of the Board of Education. He was appointed one of the original members of this Board, and at his own table made the first proposition that Mr. Mann should be the Secretary of the Board. To secure the services of Mr. Mann, he added to the small sum which the State granted as a salary for this office five hundred dollars a year from his own purse; and continued this annual payment for sixteen years.

About six months after making provision for these payments, Mr. Dwight through the Secretary of the Board offered to give ten thousand dollars, if the Legislature would appropriate an equal sum, for the opening of three Normal Schools for the instruction of teachers. The Legislature made this appropriation April 19, 1838, which at once assured the opening of these schools.

The Board desired to hold Teachers' Institutes in the State but had no funds to inaugurate such a system. Mr. Dwight placed one thousand dollars at the disposal of the Secretary for this purpose. The meetings were so successful that the next Legislature made an appropriation for their maintenance, and no year since has such an appropriation been wanting. Large as were these pecuniary gifts, amounting in the aggregate, with the inclusion of others whose history cannot now be traced, to a sum little less than twenty-five thousand dollars, they must not be accounted the most valuable of Mr. Dwight's contributions to the movement for enlarging and improving our system of common schools. His personal exertions in the cause were incessant; it was the chief business of the latter part of his life.

He had much influence with members of the Legislature, and after 1840 he was himself elected several years to the lower House, where his opinions had much weight upon any matter connected with public instruction. His pecuniary gifts were all made on the condition that the public should not know from what source they came, and the public did not know until a short time before his death, and then through no agency of his.



## First Principals of the State Normal Schools, 1839 - 40.

CYRUS PEIRCE, REV. SAMUEL P. NEWMAN, NICHOLAS  
TILLINGHAST.

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### CYRUS PEIRCE AT LEXINGTON.

This sketch is prepared from the Memoir of Mr. Peirce written by Rev. Samuel J. May, for Barnard's Journal of Education, Vol. 4, p. 275.

CYRUS PEIRCE for fifty years a teacher in schools of different grades, and for eight years "a teacher of teachers" as the first Principal of the first Normal School in America, was born August 15, 1790, in Waltham, Massachusetts, the youngest of twelve children of the same parents. He spent his boyhood at home, on the retired farm, which his ancestors, for several generations, had cultivated.

He went to the district school, then to the academy, and to Harvard College from which he graduated in 1810. The next two years he taught a private school in Nantucket, and then spent three years at Cambridge in preparation for the Christian ministry. He was persuaded to resume his teachings at Nantucket, continuing for three years. In 1818 he left teaching and became the settled minister of a church in North Reading, Massachusetts, for eight years, when he resigned his charge, and engaged in teaching in a private school at North Andover for the next four years. In 1831, he returned again to Nantucket, at the earnest solicitation of his former patrons, and continued "to teach a most excellent private school" for six years. He was active in promoting the public welfare in many ways and especially in the grading of the public schools. He had come to be *an authority* on all questions pertaining to schools. When the grading of the schools was completed Mr. Peirce was elected in 1837 to take charge of the High School, which he did for two years. Here he was found by Horace Mann as he was



visiting the common schools of the State. Mr. Peirce's school appeared to Mr. Mann an approach to his own high ideal of what a seminary for the young should be, and he thought Mr. Peirce could construct, manage, and teach a school, better than even he could tell how it ought to be done.

Mr. Mann invited Mr. Peirce to the principalship of the first State Normal School on this Continent to be opened July 3, 1839, at Lexington, Massachusetts. Mr. Peirce accepted the appointment, saying, "I had rather die than fail in the undertaking." Three young women presented themselves as pupils. Their reports of the excellent peculiarities of the Normal teacher attracted others to him. At the end of the year he had twenty-two pupils. He set about his work as one determined to "do with his might what his hand found to do." In this great undertaking so entirely new, he found everything to do, and he gave *himself* body and soul, to the doing. He slighted nothing. He gave personal attention to every exercise of each one of his pupils. He kept the watchful eye upon the deportment of all, out of school as well as in, and had a care for the comfort and especially for the health of all. He was so truly *paternal* in his regard for the personal welfare and future usefulness of his pupils, that "*Father Peirce*" soon became to be the title given him with one accord. His labors and cares were too much for his powers of attention and endurance, and at the end of three years, he was obliged to resign his charge. He retired to Nantucket with the feeling that his labors as a teacher were ended; but at the end of two years of rest, his strength was restored and he was re-elected to the principalship, and continued his labors in the school, which was then removed to West Newton, in the same spirit as before for five years longer, when the state of his health compelled him to resign permanently.

Pupils and friends supplied the means for him to attend the Peace Congress in Paris in August, 1849, and soon after his return from Europe, in 1850, he became an assistant in the school opened by Mr. Nathaniel T. Allen on the premises previously occupied by the Normal School, which had removed to Framingham; and was for several years an assistant in the place where he had so long presided.

"Mr. Peirce's profound reverence for truth was the basis of his character as a man and teacher,—truth in everything,—the whole truth, the exact truth."

"My friends, live to the truth," was his daily admonition to his pupils, and it came from his heart. "Precision was the characteristic of all his dealings and all his requirements."

One of his pupils said of him, "Mr. Pierce seemed to me to *see through* a boy,—to read his thoughts,—to divine his motives. No one



could deceive him. It always seemed mean to attempt to deceive him, because he was so evidently the best friend of us all."

"Mr. Pierce was very skillful in discovering the mental aptitude of a pupil, and drawing him out in the direction in which he was most likely to attain excellence; thus exhibiting a pupil's powers to himself, making him conscious of the ability to be somebody, and do something."

Among his mottoes were, "Learn first what comes first." "Attend to one thing at a time." "Do thoroughly what you attempt to do at all." "Nip evil in the bud." "Be faithful in small matters." "Be firm, and yet be mild." "Be yourselves what you would have your pupils become."

"He placed moral character first of all in his teaching." "His power of example was immense." "The uniform success of Mr. Peirce was owing to his singular fidelity and perseverance."

#### REV. SAMUEL P. NEWMAN AT BARRE.

SAMUEL P. NEWMAN the first principal of the Normal School at Barre was the son of Mark Newman of Andover, Massachusetts. He was born in 1796; graduated at Bowdoin College in 1817; and was first professor in Rhetoric in that college from 1824 to 1839, and for several years was acting President of that Institution. He was the author of a work on Rhetoric.

He was principal of the school at Barre from its opening September 4, 1839, until his death in February, 1842. The school was suspended soon after his death and reopened in September, 1844, at Westfield.

In the third report of the Board of Education, they say: "The Board have reason to be fully satisfied with the manner in which Messrs. Peirce, Newman, and Tillinghast have discharged their arduous and important duties. They have devoted themselves with undefatigable zeal to the work, and were happily fitted to carry it on in the most eligible course."

President Humphrey of Amherst College, a member of the Board, and the special visitor of this school, made the following report of a day's examination of the school which he made about two months before the death of Mr. Newman: "I found the school in a flourishing state, consisting of about seventy pupils, men and women, who were in a course of training for the business of teaching; and I was exceedingly pleased with the elementary and analytical processes in all the branches taught in the school. I have rarely, if ever, visited a sem-



inary better regulated and instructed than the Normal School in Barre, or one promising to furnish so many well-trained teachers for the primary schools of the Commonwealth." The death of Professor Newman was deeply lamented by the Board of Education and by the public acquainted with the School at Barre.

*Reports of Board of Education.*

### NICHOLAS TILLINGHAST AT BRIDGEWATER.

NICHOLAS TILLINGHAST, the first principal of the State Normal School at Bridgewater, was born in Taunton, Massachusetts, September 22, 1804. He was the second son and seventh child of Nicholas Tillinghast, a prominent member of the Bristol Bar. After the death of his father, when he was fourteen years of age, he was taken from school and spent about two years in a lawyer's office. He was then admitted to the Military Academy at West Point from which he graduated in 1824. He served in the army on the western frontier six years, and as Professor of Ethics at West Point for four years, when he resigned his place in the army and became the teacher of a private school for young men in Boston. He was an instructor in the English High School in Boston where he was sought out by Horace Mann and invited to accept the Principalship of the Normal School at Bridgewater, which was opened September 9, 1840, with twenty-eight pupils, seven men and twenty-one women.

Mr. Tillinghast was principal of this school for thirteen years, a period of service much longer than that of either of his coadjutors in the other two Normal Schools; and he devoted himself unsparingly to the work of establishing it upon a broad and deep foundation. By his persistent, thorough, self-forgetting, and noble work, he excited an influence that will not cease to be felt among the generations of this Commonwealth. When he entered upon his work these schools for teachers simply had "leave to be." Both the schools and the name were new to the people, and the schools had to demonstrate by the results they produced that they were worthy of support.

During the larger part of the first year, and all of the third year, Mr. Tillinghast conducted the school without any assistant. The want of a suitable building and of appliances for good teaching and of assistants had to be supplied by increased skill and effort on the part of the Principal; he must be the *factotum* of the school. Courses of study in the several branches must be wrought out, the subject matter and



the methods of teaching must be carefully considered, for he was teaching teachers, and his work must be a model for them. The difficulties which he had to overcome would have appalled a man of less heroic temper.

I quote from his pupils: "He acquired a power over his pupils — men and women — that we think is seldom attained.

"We may venture to say that the instances are very rare in which a teacher is so earnestly, and at the same time so universally beloved by his pupils as was Mr. Tillinghast. The secret of all this lay in his personal character, in that quiet unflinching devotion to principle, that heroic and real abnegation of self, which to those who knew him intimately, appeared as the ruling trait of his moral nature."

"He was a truly religious man in the highest and best sense."

"He was sincere and true in his dealings with himself and with others."

"He was truly and unaffectedly modest."

"He had that high self-respect which led him to respect others."

"His words of reproof were few, yet apt."

"He was industrious, earnest and devoted."

"Almost invariably accurate."

"He had a great analytical power."

"He had a great love for thoroughness."

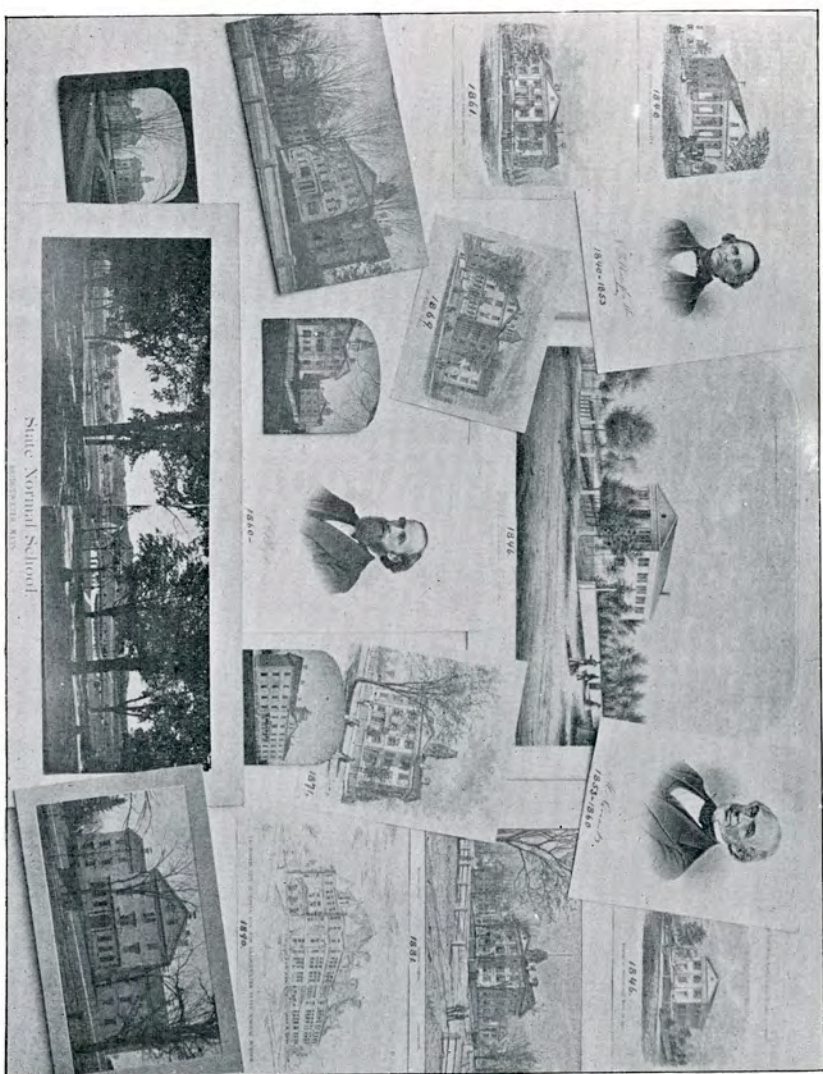
"He usually read character very readily and accurately."

"His judgment of others was kind and liberal."

"He was eminently fit for his work."

Long continued hard work gradually enfeebled and over-powered his physical frame. In July, 1853, he left the school, as it was then hoped, to return to it in the course of a year. But his body had become the prey of that fatal disease, consumption, and he continued to sink in strength, and on the 10th of April, 1856, he died in the fifty-second year of his age. "His purity of heart, independence of mind, and elevation of soul, exhibited the value of the truths he loved to teach."

*A. G. Boyden.*







## A Brief History of the School.

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This material served as the basis for the Pageant. Much of it is compiled from the writings of Mr. Albert G. Boyden.

### BOARD OF EDUCATION.

AS the result of the persistent efforts of Carter and others, the Legislature, on April 20, 1837, established the State Board of Education, and Gov. Edward Everett appointed as its members James G. Carter, Rev. Emerson Davis, Edmund Dwight, Horace Mann, Rev. Edward A. Newton, Robert Rantoul, Jr., Rev. Thomas Robbins and Jared Sparks, a body of men worthy of the trust confided to them. The Board chose Horace Mann as its secretary, a man eminently fit for this pioneer work of improving the public schools of the State, issued an address to the people of Massachusetts asking their co-operation, and held conventions in the autumn of 1837 for the discussion of the interests of education in every county in the State except Suffolk. The conventions stirred the whole community to a higher interest in the whole subject of school education.

The Board immediately recommended the establishment of normal schools; and one of its members, Hon. Edmund Dwight of Boston, offered to furnish ten thousand dollars, to be expended under the direction of the Board, for qualifying teachers for our common schools, on condition that the Legislature would appropriate an equal amount for the same purpose. The Legislature accepted the proposition April 19, 1838. The Board thereupon decided to open three normal schools, each to be continued three years as an experiment.

### ESTABLISHMENT OF THE SCHOOL.

The people of the Old Colony, under the lead of Rev. Charles Brooks, were the first to make application, and asked that one of these schools should be located in Plymouth County. The Board, at its second annual meeting, May 30, 1838, voted to establish a normal school in the county



of Plymouth, as soon as suitable buildings, fixtures and furniture should be provided, and placed under the control of the Board, suggesting that accommodations for one hundred pupils should be secured. Six months later, on Dec. 23, 1838, the Board voted to open the other two normal schools, one at Lexington, the other at Barre.

A large county convention was held at Hanover, Plymouth County, on Sept. 3, 1838, at which addresses were made in favor of the proposed normal school by Horace Mann, Ichabod Morton, Robert Rantoul, Rev. Geo. Putnam, John Quincy Adams, Daniel Webster and Rev. Thomas Robbins; and a resolution, introduced by Rev. Charles Brooks, was passed, approving a plan to raise in the several towns in the county the sum of ten thousand dollars, to provide a building, fixtures and apparatus for the proposed school.

The Legislature of 1839 incorporated a board of five trustees, of whom Hon. Artemas Hale of Bridgewater was president, with power to provide the buildings. These trustees held meetings in most of the towns of the county, and secured by vote of five towns the pledge of eight thousand dollars for this purpose. In seven towns individuals agreed to pay the remaining two thousand dollars if the school should be located in their town. The competition for the location of the school was very strong between Middleborough, Plymouth and Bridgewater. A public hearing was given before a committee of three disinterested men selected for the purpose, and their decision was in favor of Bridgewater.

When the towns were called upon to pay their proportions of the eight thousand dollars, some of them refused to redeem their pledges, and the whole scheme as to funds, for which so much time and money had been expended, failed. The normal school in Massachusetts was an untried experiment, and must be content with an humble beginning. It must demonstrate its utility before it could have money for a new building.

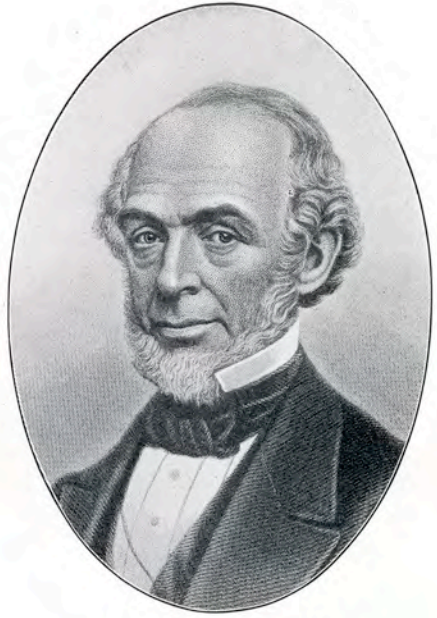
The friends of the movement immediately asked the Board of Education on what terms they would open the school at Bridgewater. The Board voted May 20, 1840, that the school be established in Bridgewater for the term of three years, on condition that the people of that town put the town house in a suitable condition for the use of the school; and that they place at the disposal of the visitors of the school the sum of five hundred dollars, to be expended in procuring a library and apparatus; and that they give reasonable assurance that the scholars shall be accommodated with board within a suitable distance, at an expense not exceeding two dollars a week. The town spent two hundred and fifty dollars in fitting up the town house, paid five hundred dollars for library and apparatus, and the Centre school district spent



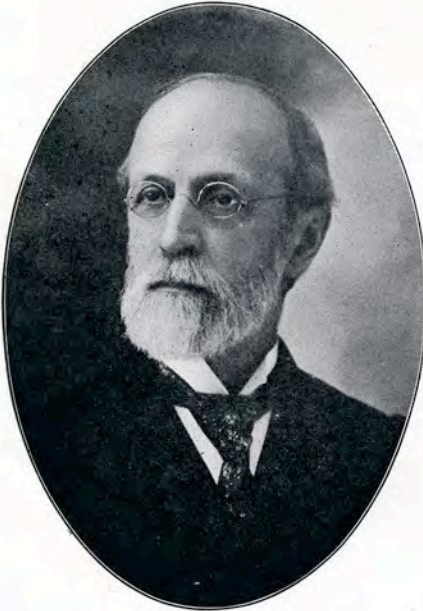




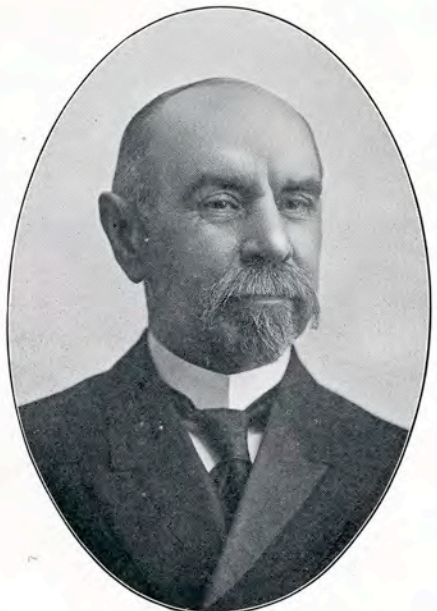
NICHOLAS TILLINGHAST.



MARSHALL CONANT.



ALBERT G. BOYDEN.



ARTHUR C. BOYDEN.

five hundred dollars in building a school-house for the Model school connected with the normal school.

The establishment of the school and its location in Bridgewater are largely due to the active and influential efforts of Hon. Artemas Hale of this town, who spent his time and money freely to secure this object. This vigorous effort to place the school on a permanent footing at the start made this school the last, instead of the first, of the three normal schools of the State to be opened; but during these two years of preliminary struggle it was rooting itself in the confidence of the people, and was so firmly planted in Bridgewater that it has not been transplanted.

### THE FIRST PRINCIPAL.

Mr. Mann selected Nicholas Tillinghast for this arduous work. After serious consideration, and with great reluctance, Mr. Tillinghast finally decided to accept the post. He immediately proceeded to the normal school at Barre, which had been in operation since September, 1839, under the charge of Prof. Samuel P. Newman of Bowdoin College, and spent six months in observing the methods and studying the principles adopted by Prof. Newman in his school. During this period he carefully considered all the subjects he was to teach, and prepared many manuscripts and explanations for his own use in his new position.

The school started on its career Sept. 9, 1840, with twenty-eight students,—seven men and three times seven women. The old town hall, which occupied the site of the present New Church building at the corner of School and Bedford streets, was a one-story wooden building, forty by fifty feet, its interior including three rooms, an ante-room for students, an apparatus room and the school-room, which had a board partition so constructed that the lower half could be raised and lowered so as to make one or two rooms, as the school exercises might require. Its furniture consisted of pine board seats with straight backs attached to the desks behind. In this simple, bare laboratory the experiment of a normal school in the Old Colony was successfully performed by the genius and skill of its principal.

During the larger part of the first year and all of the third Mr. Tillinghast conducted the school without any assistant. He had to spend the school hours in teaching, and work far into the night to prepare for his daily exercises. Courses of study in the several branches must be wrought out, the quantity and order of subject matter and the method of teaching must be carefully considered; for he was teaching teachers, and his work must be a model for them.



At the end of three years the success of the normal schools was so far assured that the Legislature made an appropriation for their support another three years. Still these schools for teachers simply had leave to be. The Board of Education had given them the name "Normal school;" but both the name and the school were new to the people, and the schools had yet to demonstrate that they were worthy of continued support. The State did not fully adopt them till 1845, when in making the third appropriation for their support, the Legislature christened them State Normal Schools.

There were some serious obstacles to the progress of the school. The irregularity of attendance had such a depressing effect upon the work of the school as to call forth from Mr. Tillinghast in 1845 a letter of resignation of his situation, in which he said: "I feel it to be impossible for me to carry on the school effectively in the fluctuations to which it is subject, and therefore feel impelled, for the good of the school, to withdraw from my present situation." Instead of accepting his resignation, the Board of Education passed an order requiring students to remain in the school three consecutive terms of fourteen weeks.

#### FIRST NORMAL SCHOOL BUILDING.

Another serious impediment to its progress was the want of a suitable building for its work. Relief came in the following way. In the winter of 1844-45 about forty friends of popular education had met in Boston to express their sympathy with Mr. Mann, and the appreciation of his course in the conduct of the great and difficult work of reforming our common schools, when it was proposed that no way seemed so well adapted to this purpose as the placing of the normal schools upon a firm and lasting basis, by furnishing them with suitable and permanent buildings. As the result of this meeting, a memorial signed by Charles Sumner, R. C. Waterston, Gideon F. Thayer, Charles Brooks and William Brigham, was presented to the Legislature of 1845, asking for the appropriation of five thousand dollars, to be placed at the disposal of the Board of Education, for the purpose of erecting buildings for the normal schools at Bridgewater and Westfield, on condition that the same amount, to be obtained by contribution from the friends of the cause, should be placed at their disposal for the same object. The Legislature made an appropriation of five thousand dollars, and Charles Sumner gave his bond for the five thousand dollars pledged by the memorialists, that the work might go on without delay.

The Board of Education appropriated twenty-five hundred dollars



for the school building in Plymouth County, provided the same amount should be raised by individuals. The question of location was again to be settled. The people of Plymouth pledged the amount required, and made strenuous efforts to have the school removed to that town. Bridgewater was ready to comply with the conditions, and again the decision was in her favor. The town of Bridgewater paid two thousand dollars, individuals contributed seven hundred dollars, and Horace Mann advanced seven hundred dollars to raise the sum necessary to complete the building. Col. Abram Washburn of Bridgewater gave the site, one and one-quarter acres of land at the corner of School and Summer streets, and George B. Emerson of Boston, always a warm friend of the school, gave the furnace for heating the building.

On the 19th of August, 1846, the new building was dedicated by appropriate addresses delivered by Hon. William G. Bates of Westfield and His Excellency, Governor Briggs. In the afternoon of the same day, after the collation of the Bridgewater Normal Association, the health of the secretary of the Board of Education was given by the president of the day, to which Mr. Mann responded, in part, as follows:—

“MR. PRESIDENT :— Among all the lights and shadows that ever crossed my path, this day’s radiance is the brightest. Two years ago I would have been willing to compromise, for ten years’ work, as hard as any I ever performed, to have insured that at the end of that period I should see what to-day our eyes behold. We now witness the completion of a new and beautiful building for the State normal school at Bridgewater. One fortnight from to-morrow another house as beautiful as this is to be dedicated at Westfield for the State normal school at that place. Let no man who knows not what has been suffered, has been borne and forborne to bring to pass the present event, accuse me of an extravagance of joy. I consider this event as marking an era in the progress of education — which as we all know is the progress of civilization — on this western continent and throughout the world. It is the completion of the first normal school-house ever erected in Massachusetts, — in the Union, — in this hemisphere. It belongs to that class of events which may happen once but are not capable of being repeated. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.”

The new building gave the school a permanent home, a more prominent place in public estimation and a larger attendance of students; but the annual appropriations for the support of the school were small, consequently the salaries of teachers were very low, and the appliances for carrying on the work of the school were few; still, with an eye



single to the truth, in spite of difficulties and discouragements, Mr. Tillinghast labored on, in patience and in faith, adapting his instruction to the intellectual and moral wants of his pupils and of those whom they were to educate.

In a letter to Hon. Henry Barnard, written in March, 1851, Mr. Tillinghast gives his idea of a normal school. He says: "I should be content if I could bring pupils into such a state of desire that they would pursue truth, and into such a state of knowledge that they would recognize her when overtaken. I therefore have tried to bring my pupils to get at results for themselves, and to show them how they may feel confident of the truth of their results. I have sought criticisms from my scholars on all my methods, processes and results; aimed to have them, kindly of course, but freely, criticise each other; and they are encouraged to ask questions and propose doubts. I call on members of the classes to hear recitations, and on others to make remarks, thus approving and disapproving one another; and they are called upon to make up general exercises and deliver them to their classes. My idea of a normal school is, that it should have a term of four years; that those studies should be pursued that shall lay a foundation on which to build an education. The teacher should be so trained as to be above his text-book. Whatever has been done in teaching in all countries, different methods, the thoughts of the best minds on the science and art of instruction, should be laid before the neophyte teachers. In a proper normal school there should be departments, and the ablest men put over them, each in his own department. I send herewith a catalogue of my school, which will give you some idea of its osteology; what of life these bones have, others must judge. But when shall the whole vision of the prophet be fulfilled in regard to the teachers of the land,—'And the breath came into them, and they lived, and stood upon their feet' (not on those of any author) 'an exceeding great army.' God prosper the work, and may your exertions in the cause be gratefully remembered."

Mr. Tillinghast continued in his work as principal thirteen years, a period of service much longer than that of the first principal of either of the other two normal schools; and these were years of severe and exhausting toil, as well as pecuniary sacrifice. Such toil, concentrating the work of many years into a few, was too much for a physical frame already shaken by the exposure of army service. He was obliged to resign his situation in July, 1853, and after nearly three years of severe suffering he passed to his reward in April, 1856, in the fifty-second year of his age.



## THE SECOND PRINCIPAL.

Marshall Conant, second principal of the school, entered upon his duties in August, 1853. He came to reside in Bridgewater in 1852, and was employed in connection with the Eagle Cotton Gin Company. His interest in all matters pertaining to education was so great that it very soon opened the way to a cordial intercourse with Mr. Tillinghast, and when the latter resigned his position he recommended Mr. Conant as his successor. Mr. Conant was fifty-two years of age at this time, and brought to the school the ripe fruits of a long and varied experience as a civil engineer and teacher. He was a man of superior ability and knowledge, and immediately took up the work of his predecessor and carried it forward in the same spirit.

Mr. Conant's aim, like that of his predecessor, was to make the normal school in itself a training school. He says, in his report to the visitors, when stating the plan upon which he conducted the school: "I have sought to awaken the conscience to feel the responsibilities and duties that devolve upon the teacher, to draw out the experience of such as have engaged in the work; and I have selected individuals, each taking his turn, to give exercises in teaching before the class, after which I have called for suggestions and criticisms from members, adding also my own. In respect to didactics, it has seemed to me that they must be given more or less at every lesson, and in connection with the subjects in hand. I have so arranged that certain recitations are conducted by the more advanced students in the classes less advanced. I have divided a class into sections of five or six pupils each, with a leading pupil for each section. These leading pupils conduct a part of the recitation in their own sections in the presence of the teacher. This affords the teacher an opportunity to discover the special wants of each pupil and to adapt his instructions accordingly."

With a high ideal of what life should be, he looked on the bright side, and was sanguine of success even to enthusiasm. He was high-toned in all his action, and appealed only to worthy motives; keenly sensitive, thoroughly sincere in dealing with himself and with others, and always courteous. He was a true gentleman. The crowning traits of his character were his love of truth and his faith; he sought the truth both in the works and the word of God. He was a man of the largest charity, always kind and liberal in his judgment of others. His whole mind and strength were given to his teaching; his genial manner, his ready command of language, his felicity in illustration, always secured attention from his pupils. By his fidelity, his devotion, his enthusiasm and the inspiration of his life, he was always leading his pupils to broader fields of thought and higher living.



One of his graduates says of him: "Many a one owes to him an awakening and an inspiration which changed the whole current of his thought and ennobled his whole life." Another says: "In my list of helpers and inspirers he stands among the highest. A tender, generous, courageous life, — a life of steadfast earnestness and deep enthusiasm. Upon the moral side his were the loftiest ideas; and he held his pupils to them by spontaneous attraction rather than by any conscious effort."

Prof. Alpheus Crosby, principal of the Salem State normal school, who knew him well, wrote thus of him: "It is impossible for us to express our high and affectionate appreciation of his mind, his heart and his life. He was not only a man of remarkable ability and attainments, but, what is much more, one of the very best men I ever knew. 'Good all the way through;' and, what is not true of all good men, he was a man not only to be esteemed and trusted, but to be really loved."

Mr. Conant continued his service in the school for seven years, until July, 1860, when on account of failing strength he resigned his position.

### THE THIRD PRINCIPAL.

Albert Gardner Boyden, the third principal, was appointed in August, 1860. During the previous six and one-half years of service as assistant teacher he was called upon to teach nearly every branch in the course of studies, and to make a careful study of the principles and method of teaching.

The school was conducted on the principle that "the ultimate object of the normal school, in training teachers for the public schools, is to make the normal student, as far as possible, an educator. The teacher is to teach the child in the different branches of the course of studies, arranged according to the order of the natural development of his powers, as a means to his education. Education means training for life."

"The student in the normal school must be led to regard the acquisition of knowledge, the teaching, the training, all the exercises of the normal school, his own spirit, purpose, manners and conduct, from the point of view of the educator. He must be led to acquire a thorough knowledge of the objects and subjects to be taught, of their natural and logical arrangement, of the method of teaching, of the principles of education which determine the method, and such facility in the application of this knowledge and these principles as will enable him to organize and control his own school and to educate his pupils."

As a result of this training there was a steady growth in the pro-



fessional enthusiasm of the students, in the improved work of the graduates of the school, and a continually increasing demand for the graduates in all the grades of the public schools. This demand made necessary an extension of the course of study. In 1865 the required course was made four consecutive terms of twenty weeks, or two years, and in 1869 provision was made for a four years' course of study. The introduction of the four years' course was the most important step forward in the history of the school, in the beneficial influence which the advanced pupils exerted upon the tone of feeling in the school, in raising the standard of scholarship, in drawing in better-prepared pupils, in sending out better-trained teachers for the high and normal schools, in giving the school character and standing in the community. There was a very large increase in the collections of minerals, plants and animals, illustrative apparatus and reference books, made necessary by the objective system of teaching and study.

The growth of the school required frequent enlargement of the school buildings and extension of the school grounds. In 1861 the new building of 1846 was enlarged, increasing its capacity seventy per cent. In 1871 the building was again enlarged by adding a third story. In 1872 a fire-proof boiler house was constructed and a steam-heating apparatus introduced. In 1881 a building for chemical, physical and industrial laboratories was built, connecting with the main building on the south side. In 1869 the boarding department of the school became a necessity, and Normal Hall was erected, affording boarding accommodations for fifty-two students, besides rooms for the family of the principal. In 1873 it was enlarged so as to accommodate one hundred and forty-eight students.

In 1881 a new building was erected for physical and chemical laboratories. In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for out-door recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent. at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision



of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

Mr. Boyden resigned the principalship in 1906, and was appointed principal-emeritus and instructor in psychology. On Commencement day of that year he delivered the last of a long series of addresses to the graduating classes. Selections have been made from this address as the best resumé of his ideal of the teacher's personality:

*Friends of the Graduating Class:*

"You are the eightieth class to graduate from this school during the forty-six years of my principalship, and you make the total number of graduates in these eighty classes 2,821. Returns received from those of these graduates heard from show that they have done more than 25,000 years of teaching.

"I have been thinking of the streams of personal influence that have been flowing through all these years from the lives of these teachers into the lives of the thousands of their pupils. Who can measure the effect of this influence upon the life of this good old Commonwealth of Massachusetts? The theme that comes to me for the message of this morning to you is, 'The Personality of the Teacher: What it is; How it is expressed; What is its power; How is it cultivated.'

"First, What is personality? A person, as the term is commonly applied, is a human being. A human being is a self-active, physical, rational, social being,—a human soul having a human body for its temple and for its instrument. Personality is that peculiar combination of qualities in the person which distinguishes him from all other persons. It is the odor of the soul, which makes its atmosphere fragrant or noxious. It is the flavor of the soul, which makes it sweet or bitter to the taste. It is the vibrations of the soul, which make its sound melodious or harsh. It is the color of the soul, which makes it bright or dull. It is the human touch, warm, vital, close; or cold, limp, and loose. It is that personal charm which magnetizes, or that lack of charm which repulses. It is that inspiration of soul which kindles enthusiasm, or that expiration of soul which deadens. It is the spirit of love, or the spirit of selfishness. It is that inexpressible something which warms or chills the soul.







GYMNASIUM.



"How does personality find expression? The most wonderful thing in this world is the communication of one spirit with another spirit. We look into each other's eyes and soul flows into soul. We speak to each other and soul responds to soul. The soul has two gates. The first is the gate of unconscious influence, which is always open, through which the soul is always going out to other souls through the temper, the face, the voice, and the manners of the person.

"The temper of the teacher reveals the real stuff of which he is made; 'it pervades all his behavior by its balm or its irritation, by its sweetness or its sourness.' The temper we have suffered to grow up in all the years of our past must get expression in the daily life. The temper of the teacher unconsciously enters into his pupil and becomes part of his life for bane or blessing.

"The face of the teacher is a perpetual picture of the state of his soul, which his pupils study as unconsciously as he exhibits it. 'The face is the open dial of muscle and fibre, of color and form, eye and mouth, which mocks all schemes of concealment.' It is the playground of the feelings. The soul such as it is must shine through it. The power of a look, a smile, a tear, is very great. Pupils read the day's disasters or the day's delights in the teacher's morning face. The teacher who keeps a good face is sunshine to his pupils.

"The teacher's voice is another unconscious outlet of his soul by its quality and volume, by its tone, modulation, and cadence disclosing the feeling of the heart. How full of sadness and monotony some voices are. 'The moral coloring of the soul finds expression in these unpremeditated tones of the teacher's voice.'

"Another mode of the unconscious revelation of the teacher's personality is his manner, 'the combination of bearing, attitude, gait and gestures by which spirit is acted into form.' Fine manners in the teacher quicken the pupil's thought and start the springs of feeling. Manners cannot be taken on and put off. 'A noble and attractive everyday bearing comes of goodness, of sincerity, of refinement; and these are bred in years, not moments.' Pupils unconsciously imbibe the spirit and imitate the manners of the teacher. 'Children are not educated till they catch the charm that makes a gentleman or a gentlewoman.' This is the language of action by which the teacher reveals to his pupil constantly the temper, taste, and motives of his heart.

"The second gate of the soul is the gate of speech which we open and shut at will as we propose to do good or evil to others. According to Solomon, life and death are in the power of the tongue. Jeremy Taylor says, 'In the use of the tongue God hath distinguished us from beasts, and by the well or ill using of it we are distinguished from one another.' 'A word fitly spoken is like apples of gold in pictures of



silver.' 'There are words whose sting can remain through a whole life.'

"Corresponding to these two gates through which the soul goes out to others, there are two inlets of impression, one the sensibilities, —the desires and affections,—through which the unconscious influences come into the soul, and the other the ear and the understanding for the reception of speech.

"The power of the teacher's personality is primarily in the unconscious influences he exerts, which almost invariably agree with the real character; 'they follow the character as the shadow follows the sun.' The power of unconscious influence is seen in the readiness with which children imitate those about them. 'The child looks and listens and the tone of feeling and manner of conduct of those about him sink into his soul to mold his life.'

"The strongest manifestation of unconscious influence is in the transcendent power of example. 'What a man is tells for vastly more than what he says.' 'Every good man and every bad man has a power in his person and action which is more potent than his words, which takes hold on the hearts of others whether he will have it so or not.' One's life gives power to his words. To do good we must be good. Our life can shine only as our character is luminous.

"How is the teacher's personality to be cultivated? God has given every man intelligence to discern the higher and the lower good, the right way and the wrong way of acting; and has left him free to decide which good he will choose. and which way he will act; and by his choice he determines his character, which determines both his unconscious and his active influence. The teacher can cultivate his personality by his own effort. First of all, he can cultivate a sound body by taking *regularly* the requisite amount and quality of food, exercise and rest.

"Thoughtfulness is the primary condition for right choice. Shakespeare says, 'There is nothing good or bad but thinking makes it so.' 'Solomon says, 'As he thinketh in heart so is he.' Paul says, 'Whatsoever things are *true*, whatsoever things are *honest*, whatsoever things are *just*, whatsoever things are *pure*, whatsoever things are *lovely*, whatsoever things are of *good report*; think on *these* things.' If you think on these things you will feel impelled to choose them; the more you feel the responsibility of right choice, the more you will give heed to conscience; the stronger your conviction of what you ought to choose and do, the stronger will be your purpose to do it.

"To think, you must have ideas. These must come by observation. You must have 'the hearing ear and the seeing eye.' Look into the heavens above you, upon the earth around you, and into the lives of your fellowmen; and in every natural object and in every man, find







NATURAL SCIENCE GARDEN AND GREENHOUSE.

one of God's ideas embodied. God, as manifest in his works, is the source of our ideas. He is the life of our life. Follow Him who 'is the way, the truth, and the life:' who is the 'Friend of all children, and the Master of all schoolmasters;' and your personality will shine as the sun, more and more unto the perfect day.

"You can present truth to your pupils clearly, forcibly, and persuasively, only as the truth has become a part of yourself and finds expression through your own personality. May your personality be sweet and wholesome. May you inspire desponding hearts by the quiet confidence of your faith. May some fearful heart take courage because you are not afraid. May you cheer by your cheerfulness.

"See that thy work be true;  
See that thy faith be strong;  
And, if thy task be long,  
Take faith anew.'"

#### THE FOURTH PRINCIPAL.

Mr. Arthur C. Boyden graduated from the Normal School in 1871, and from Amherst College in 1876. He was appointed instructor in the school in 1879, vice-principal in 1896, and principal in 1906.

The many lines of professional preparation developed in the school have been enlarged and adapted to meet modern demands. The rapid growth of the school called for additional buildings and facilities. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden. These facilities give unusual opportunities for practical nature study for children and Normal students, also for the preparation of the student teachers for the actual administration of home and school gardens.

The opportunities for practice teaching have been greatly enlarged by the plan of apprentice teaching carried on in the nearby towns and cities. The purpose of the plan is to give breadth of experience in teaching and in discipline. The student teachers are visited and criticized by the supervisor of training and by teachers from the different departments of the Normal School. Systematic reports of their work are made to the supervisor by the teachers with whom they

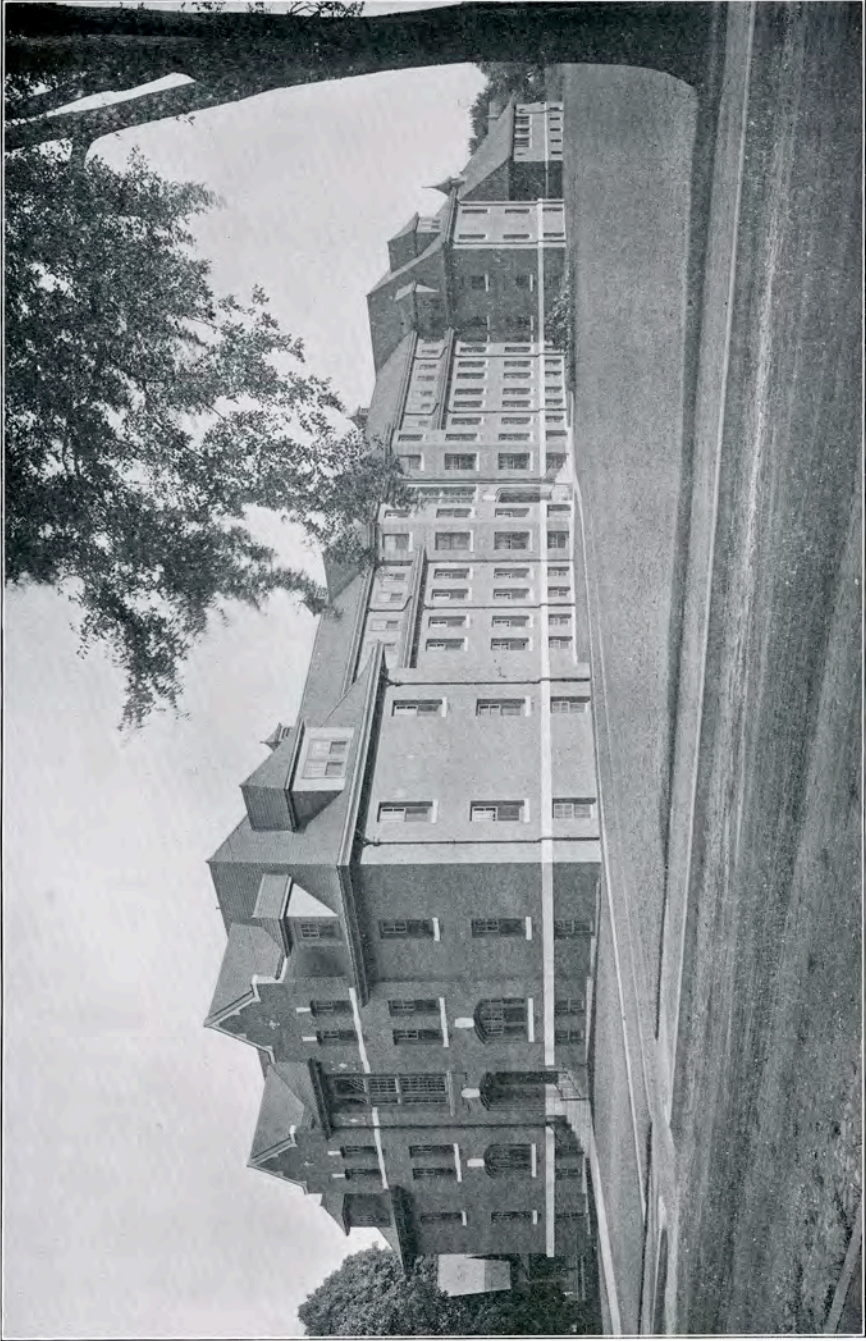


are working. These schools represent all conditions from the rural school to the finely equipped graded city school. In connection with this line of teaching the supervisor gives an extended course in special methods.

The exhibit of special features of the present work of the school described in another part of this volume illustrates the adaptation of the various departments to modern demands. The "Bridgewater spirit," which has developed from the earliest days to the present time, combines a high idealism and a broad professional spirit with practical efficiency in teaching children.







THE NEW DORMITORY.

# The Historical Pageant.

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INTRODUCTION. Overture by Orchestra.

PRELUDE. Dance of the Hours and Years. "Time rolls its ceaseless course."

## SCENE I.

### THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.

#### 1. THE PIONEERS.

The Spirit of Enlightenment appears, and Massachusetts enters, followed by the two branches of the Legislature. The Hours' dance ends with the time dial at 1824. James G. Carter is the first to urge professional training for teachers.

*"The first step toward reform in the system of popular education is the scientific preparation of teachers for the free schools. The only measure to secure this is to establish an institution for the purpose."*

Carter heads a group of citizens who petition Massachusetts for a Board of Education (1837). Massachusetts creates a Board consisting of eight men.

Horace Mann is made Secretary.

*"Henceforth, so long as I hold this office, I dedicate myself to the supremest welfare of mankind on earth."*

#### 2. THE EXPERIMENT.

Mr. Carter urges that the Normal School experiment be tried in three towns for three years (1838.) Mr. Dwight offers \$10,000 for the purpose on condition that the State does the same. The offer is accepted, and Massachusetts authorizes the experiment.

The Board reviews the Counties for the location of these schools. Plymouth County is first chosen, then Middlesex, then Worcester. Plymouth, Middleboro and Bridgewater contend for the Plymouth County school so long, that Lexington (now Framingham), is the first Normal School in America (1839); Barre (now Westfield), the second (1839), and Bridgewater the third (1840.)

The three years of the experiment pass.



*SINGING:* "Time like an ever rolling flood, etc."

### 3. THE FIRST BUILDING.

Lexington Normal School enters, with Mr. Pierce, its first principal, and students. Then Barre Normal, with Mr. Newman, and Bridgewater Normal with Mr. Tillinghast, both followed by students. Victory gives a laurel to each School, and the success of the experiment is acclaimed.

Horace Mann is commended for his devotion to duty, and his friends, Charles Sumner and others, join in urging the erection of buildings for the State Normal Schools. Massachusetts gives B. N. S. a building (model) and in August, 1846, the first State Normal Schoolhouse in America is dedicated.

*"Among all the lights and shadows that ever crossed my path, this day's radiance is the brightest. I consider this event marking an era in the progress of education,—which we all know is the progress of civilization,—on this western continent and throughout the world. Here is the first normal schoolhouse ever erected in Massachusetts, in the Union, in this hemisphere. It belongs to the class of events which may happen once but cannot be repeated. Coiled up in this institution, as in a spring, is a vigor whose uncoiling may wheel the spheres."*

*INTERLUDE.* Overture by Orchestra.

"1846."

## SCENE II.

### THE SCHOOL DURING THE FORMATIVE PERIOD.

#### I. OVERCOMING OPPOSITION BY EARNESTNESS AND DEVOTION.

Bridgewater's second principal, Mr. Marshall Conant, enters with a group of students and joins Mr. Tillinghast's group about the building. Opponents of the new schools enter and take places among the Counties. Among them one says, "Don't want none o' them Norman teachers!"

The student groups illustrate some of the school activities, 1840-1860.

Mr. Tillinghast says:

*"A very few studies, and long dwelling thereon. A teacher must educate himself—the Normal School will assist him. Whatever has been done in teaching in all countries, different methods, and best thoughts on the science and art of teaching, these have I brought before you. Truth is priceless."*

Mr. Conant says :

*"Let us bring as many of these pupils as possible into the actual business of teaching. I would impress upon you the necessity for good government in our schools, and the importance of real character in our teachers."*

All the Counties seek graduates, also several beside the New England States (carrying shields). Illinois starts a Normal School with Bridgewater graduates as teachers.

## 2. THE NORMAL SCHOOL'S MESSAGE TO THE CHILDREN.

Enlightenment brings a group of children to B. N. S. A graduate enters upon her task prayerfully, unbinds their eyes, and lights the lamp of Knowledge before them. They follow her earnestly.

## 3. THE ALUMNI ASSOCIATION. (Formed 1845.)

The Spirit of B. N. S. Alumni Association calls the graduates from their positions to gather about the school. The ring of friendship is formed as "Auld Lang Syne" is sung.

INTERLUDE DANCE. "Consecration."

# SCENE III.

## THE SCHOOL AND PATRIOTISM.

### 1. THE CALL TO ARMS.

As the dial moves to 1861, guns are heard. Patriotism enters rapidly, is greeted by Enlightenment, and together they light a fire on the altar of the Union. Massachusetts and B. N. S. show their loyalty. The call to arms sounds. B. N. S. answers, as her boys come running, leaving studies, bidding farewell to students and school. They fall into rank saluting Patriotism. Massachusetts arms them, and they march forth.

### 2. THE ROLL OF HONOR.

The girl students form groups making bandages, writing letters, and knitting, for soldiers. War songs are sung. Guns are heard at intervals, and the dial moves on to 1865. Enlightenment is dispirited; B. N. S. and Massachusetts wait, saddened.

As the guns cease, enter Victory holding a reversed torch, followed by attendants bearing the Roll of Honor (the names of all B. N. S. men in the war.) Citizens and some soldiers follow. Patriotism accepts the Roll of Honor and places it near the altar. Some of the soldiers return to their school and profession.



*SINGING:* "The Battle Hymn of the Republic."

*INTERLUDE.* "Faith Motif from Parsifal."

#### *SCENE IV.*

#### THE SCHOOL A RECOGNIZED AND GROWING POWER.

##### 1. IDEALS.

The Spirit of Service enters, "rising like a phoenix from the ashes of war." She gives B. N. S. an inspiring motto in the words of the Great Teacher: "Not to be ministered unto, but to minister."

Enlightenment urges study of the child's needs and interests, and B. N. S. pledges herself to child-study.

##### 2. GROWTH.

The Hours dance as the years progress.

Massachusetts gives B. N. S. an addition to the original building (1861), and another enlargement (1871). Students in groups illustrate teaching exercises, debating, sketching, music, orchestra, and gymnastics. The dial moves by decades to 1890 when Victory calls attention to the 50th Anniversary. Graduates enter. Massachusetts gives B. N. S. a new home (1891), with a Model School. In 1894 this building is lengthened.

##### 3. WIDE INFLUENCE.

Many states (shields) and countries, among them Armenia, Canada, Chile, Cuba, England, Hawaii, India, Jamaica, Japan, Mexico, Peru, Phillipines, Porto Rico, Scotland, send youth to B. N. S. and claim her graduates. The graduates represent many professions and walks of life.

All pay tribute to the memory of the third principal of the school, for forty-six years its inspiring leader, for nine years Principal Emeritus,—ALBERT GARDNER BOYDEN.

The wide influence of the school is symbolized by a great wheel pivoting about B. N. S.

*INTERLUDE DANCE.* "Attainment."

## SCENE V.

## THE SCHOOL OF TODAY.

B. N. S. summons her Departments, Training School, and Undergraduate Interests to show their strength.

## I. DEPARTMENTS.

1. *Nature Study.* A group in green, bearing flowers.
2. *Art and Manual Training.* Art, typified by "Athena Parthenos" with banner "Art and Industry," is followed by a group of artisans, in blouses and caps, who offer the products of their arts.
3. *Penmanship.* A group in black and white carrying a pen.
4. *English.* A modern English-speaking girl bearing a banner "Our Language" heads a group typifying the sources of the language, Hellenic, Romanic, Keltic, and Teutonic.
5. *Expression.* A group in rose color, expresses various emotions, joy, fear, defiance, disgust, delight.
6. *History.* "the story of the progress of civilization." Civilization leads a file of "boys on the road from yesterday to now;" the Egyptian, Hebrew, Greek, Roman, Renaissance, Puritan, and 1915.
7. *Arithmetic.* A group in gray carrying numerical figures.
8. *Foreign Languages.* Greek, Latin, French, German, Italian, and Spanish.
9. *Science.* Water, Air, Fire, Electricity and Rock typify physical and chemical forces, and the structure of the earth.
10. *Geography.* "Uncle Sam" leads the World, borne by four nations and accompanied by the four Seasons, with Night and Day.
11. *Music.* A single figure bearing a lyre.
12. *Psychology.* "Psychology gives to the teacher an understanding of the way in which the child can be influenced and developed." The psychologist is accompanied by a group showing the periods of *childhood*, and *youth*, followed by a young man and a young woman bearing symbols of home and industry, and a banner, Social Service, "That coming generations may live on a higher, happier level."
13. *Physical Education.* (1) The Angel of Peace, (Spiritual Attainment, Universal Peace). (2) Columbia, bearing flag (National power). (3) Students with banner; followed by children, representing development of Power by purity of life and purpose.
14. *Kindergarten Training Course* (established 1895). Children represent flowers in a garden: they grow as the rain falls, expand as the sun shines, and are visited by birds, butterflies, and bees.
15. *Training.* Banners indicate the towns in the original training field, and its extension to the present area.



## II. THE TRAINING SCHOOL (Model School).

Groups of children will illustrate phases of the newer education, a training of body, mind, and soul for better living:

Grade I. Community project, clearing lawn of dandelions.

Grade II. Gardening.

Grade III. Picture building.

Grade IV. Public Health (Campaign against Flies).

Grade V. Dramatization (Cinderella).

Grade VI and Grade VII. Organized games.

Grade VIII. Sewing.

Grade IX. Cooking and Carpentry.

## III. UNDERGRADUATE INTERESTS.

1. *The Dramatic Club*. Philostrate introduces the players, Demetrius and Helena, Puck and Fairy, Bottom and Titania.

2. *The Fraternity and Sororities*. Each represented by delegate and banner.

3. *Athletics*. Tennis, Basketball, Football and Baseball.

4. *Glee Club*. (Assisted by Alumnæ.) Singing.

IV. THE ALUMNI ASSOCIATION, the bond between the Present and the Past, calls upon all to sing the School Song.

"Alma Mater," music composed by William L. Bates in 1906.

## V. THE FUTURE.

B. N. S. would look into the future—and the veiled years are seen in the background. Patriotism, Enlightenment, and Service call upon B. N. S. to meet the problems of "America, the melting-pot of races," and Massachusetts pleads for the ideals of our forefathers. B. N. S. pledges: "For these little aliens, as for our own children, education of the hand, the head, and the heart,—to secure the highest efficiency of the individual, and the truest service to the State—in order that America the beautiful may live forever."

*SINGING.* "America."

## VI. PAGEANT PROCESSION.

The pageant procession shows the forces of the past, with the strength of the present, already taking shape to meet the needs of the future. The pioneers, the earnest early workers, the young patriots, the graduates whose success widened the influence of the school to many countries, these are followed by the representation of the School of today. B. N. S., with Massachusetts' co-operation, guided by Enlightenment, Service and Patriotism, goes forward toward the future with courage and confidence.

## CAST.

Enlightenment, . . . . .	Miss Helen L. Thompson
Massachusetts, . . . . .	Miss Cora A. Newton
Bridgewater Normal School, . . . . .	Mrs. Jane S. Carroll
B. N. S. Alumni Association, . . . . .	Miss Nellie M. Bennett
Victory, . . . . .	Miss Eugenie G. Ayer
Patriotism, . . . . .	Miss Kathryn T. Power
Service, . . . . .	Miss Bertha Bartlett
James G. Carter, . . . . .	Harold L. Kendall
Horace Mann, . . . . .	Brenelle Hunt
Edmund Dwight, . . . . .	John H. Harper
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## A Tribute.

CLARA BANCROFT BEATLEY, 1882.

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Written for the Seventy-fifth Anniversary of  
the Bridgewater Normal School, June 19, 1915.

ALMA MATER, brave and true,  
Chant we now thy praises due:  
Gratitude for all the years  
Thou hast conquered doubts and fears;  
Praise for wise beginnings fair,  
Blest with fruits of answered prayer;  
Praise for harvests yet to be  
Bright through all Eternity.

Alma Mater, lowly wise,  
Breathe to us thy glad surprise  
As from seed and folded leaf  
Life sprang forth in bounteous sheaf;  
First the blade and then the ear,  
Then the full corn's gracious cheer,—  
Till the fruits we offer thee  
Crown thy years with victory.

Yet more noble grows the strain;  
Lo, behold a glorious train!  
Brave procession onward bent,  
Led by souls of high intent;—  
Great beatitudes anew,  
Wayside lilies breathing through;  
In the hall of mem'ry's fame  
Clearly shines each hallow'd name.

Hail we now the present hour,  
Open-eyed, serene with power,  
Bright with Hope's divinest rays,  
Rich in Wisdom's garnered ways!  
Past and future in its hold  
Rev'rent doth this hour enfold,—  
Hour of God, in glory view  
Alma Mater, brave and true!





**The  
Pageant  
Illustrated**

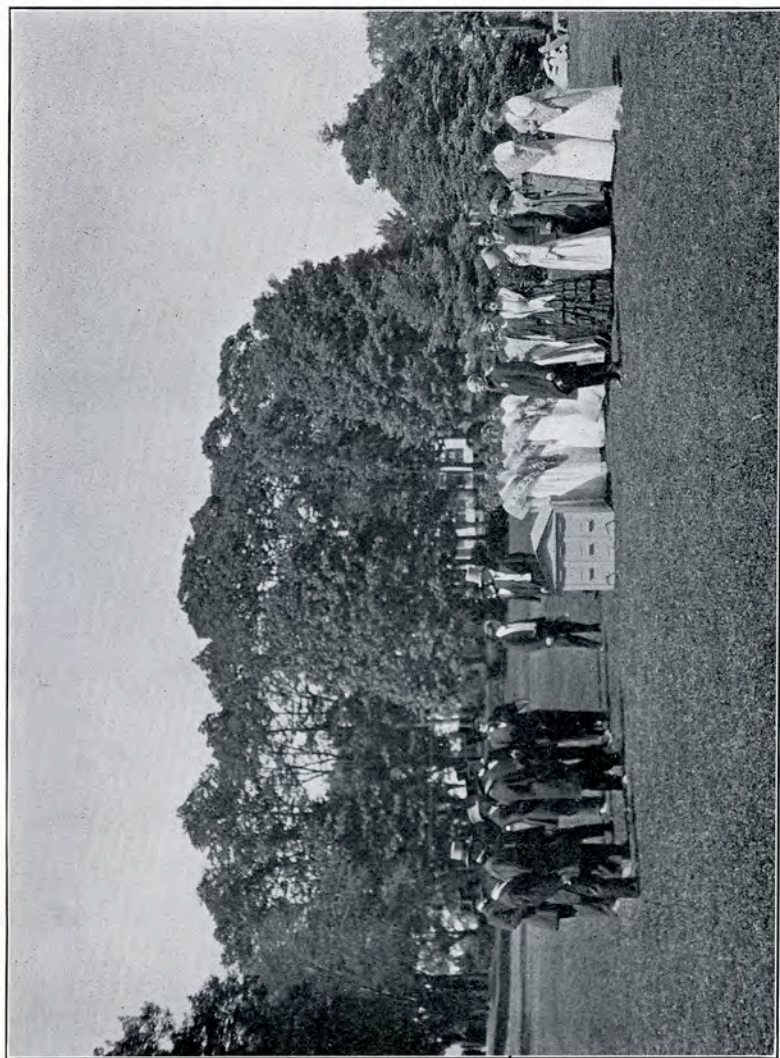






DANCE OF HOURS.





HORACE MANN DEDICATES THE FIRST NORMAL SCHOOLHOUSE.



STATES AND GRADUATES.



EARLY DAYS.





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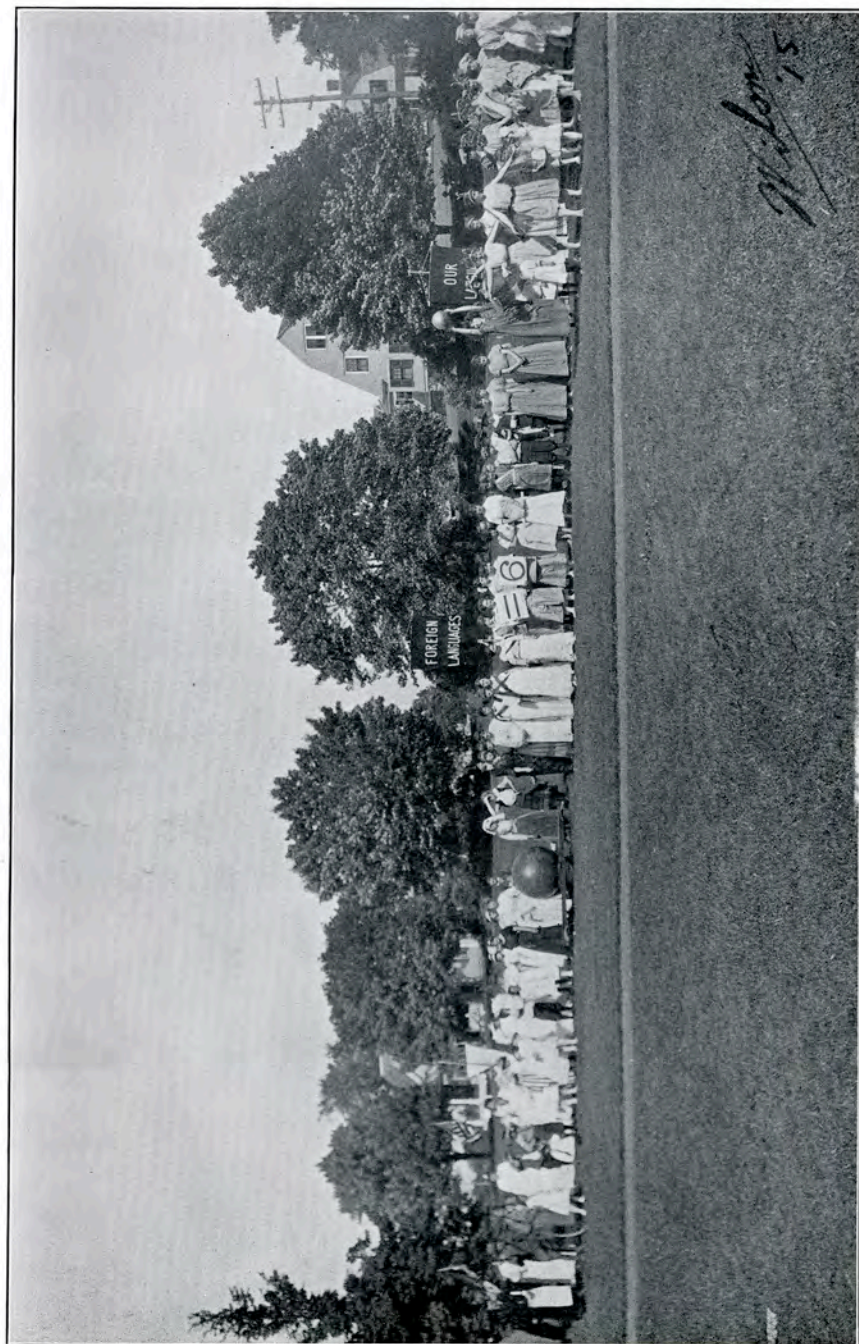


INTERLUDE DANCE; ATTAINMENT.



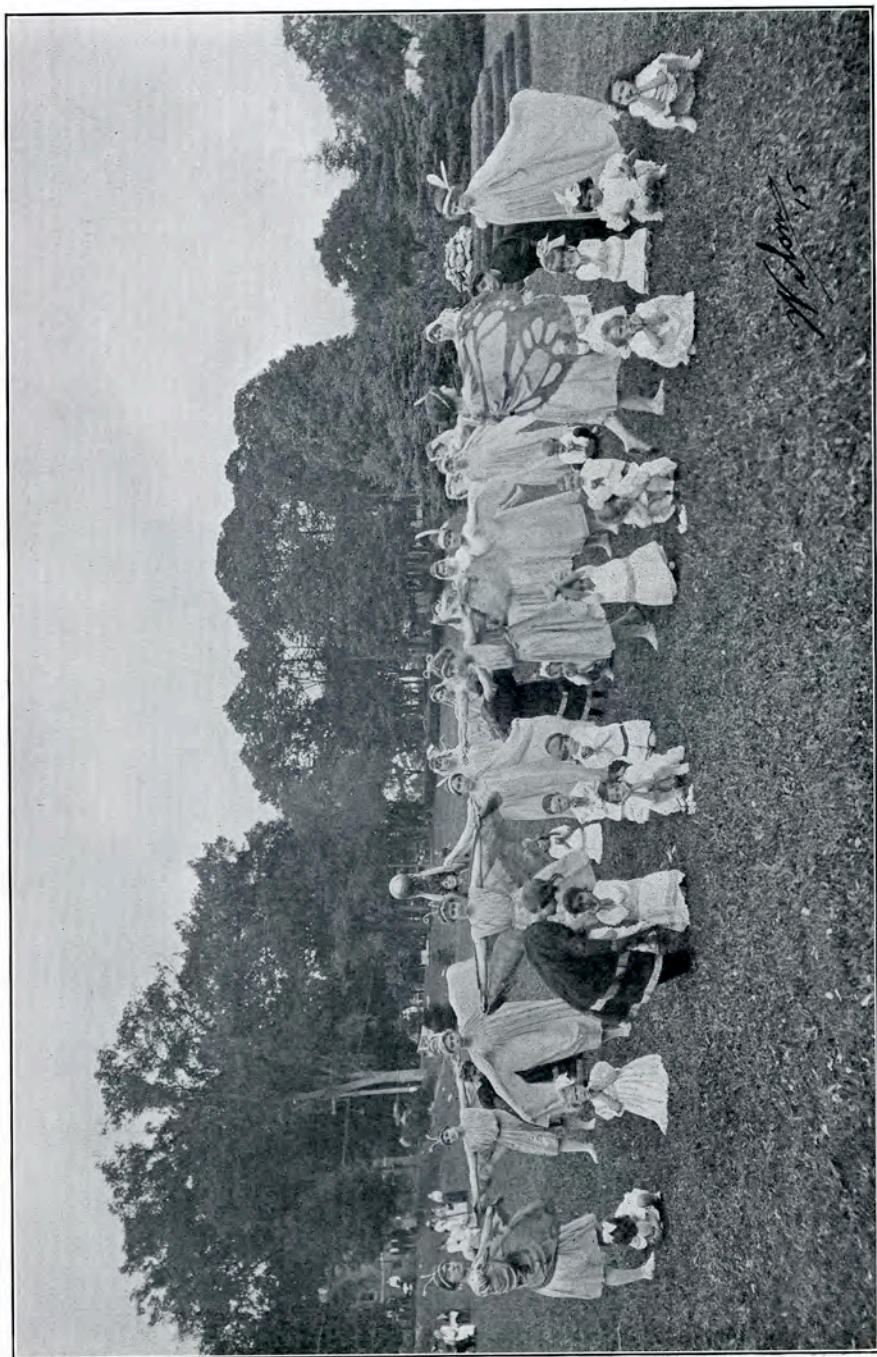
THE CALL TO ARMS.





51  
W. J. 11

DEPARTMENTS OF SCHOOL OF TODAY.

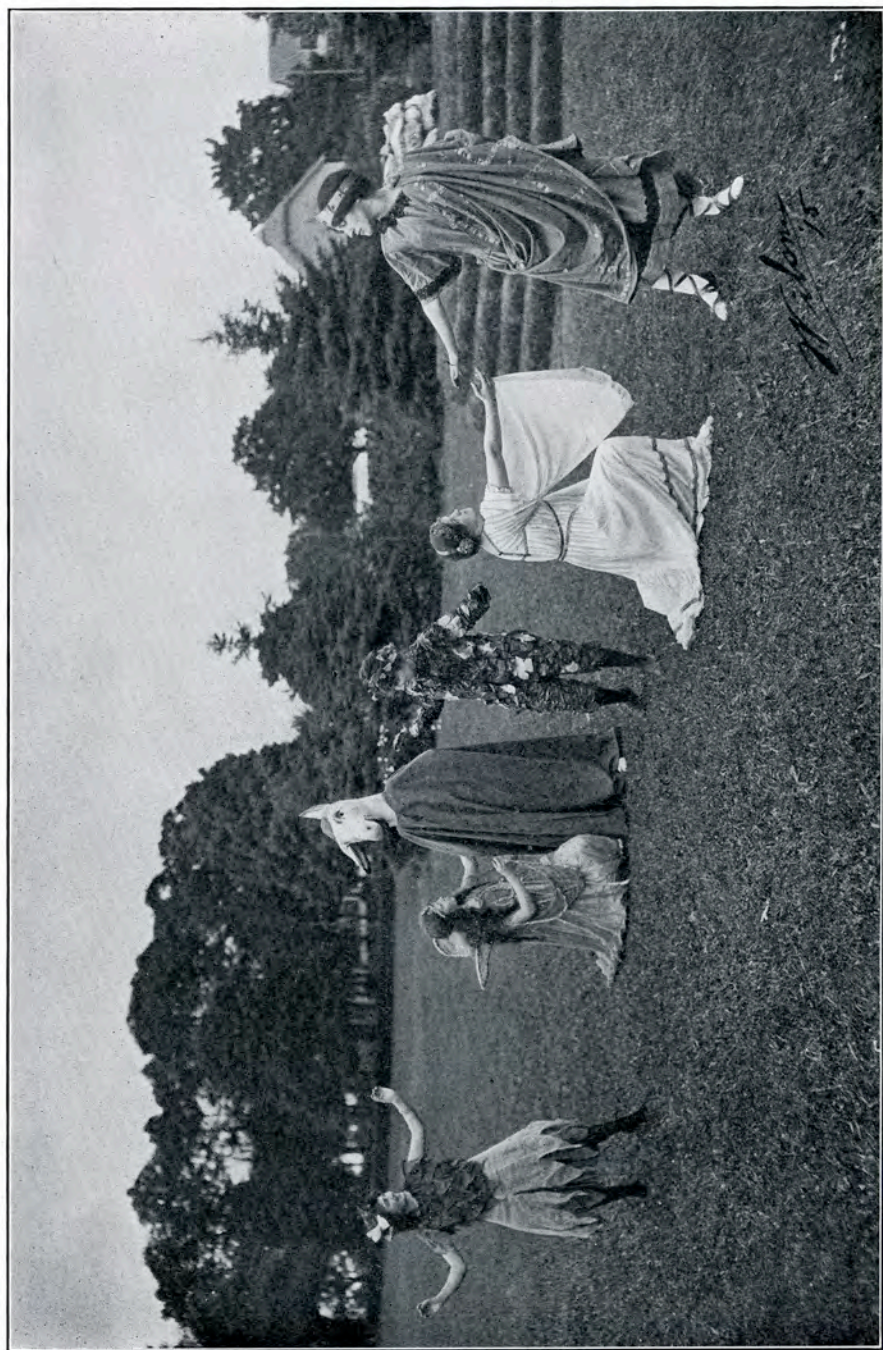


KINDERGARTEN; CHILDREN AS GROWING FLOWERS.



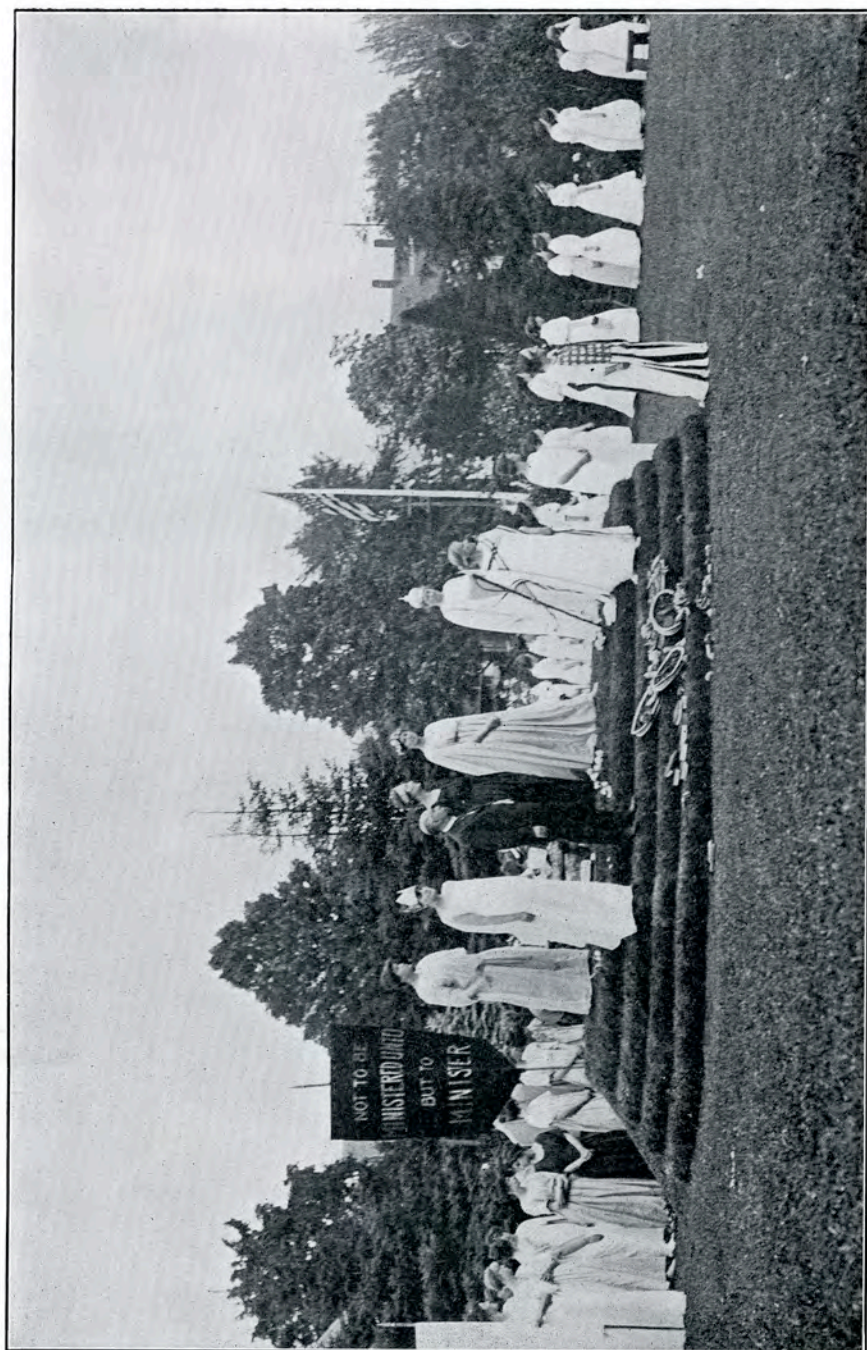


ART AND MANUAL TRAINING.



DRAMATIC CLUB.





CALL OF THE FUTURE.













